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## EDUCATION FOR IMPROVED COMMUNITY LIFE

A series of articles prepared or assembled by the Advisory Committee on the Economic Core Curriculum of the National Association of Secondary-School Principals—a Committee appointed in the spring of 1945 at the request of the Slocum Foundation. These articles offer suggestions for more and better economic education in high school, present a point of view with regard to the Core Curriculum, and describe the work being done in the "Slocum" schools, with the hope that more schools may be encouraged to undertake experimental work in this area of the curriculum.

Also two articles on

GUIDANCE PROGRAMS IN SMALL SCHOOLS  
PROVIDING INCREASED HIGHER EDUCATIONAL  
FACILITIES

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THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Service Organ  
for American Secondary Schools

JUN - 8 1946

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### THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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## *Foreword*

THE following series of articles has been prepared or assembled by members of the Advisory Committee on the Economic Core Curriculum of the National Association of Secondary-School Principals. This committee was appointed in the spring of 1945 at the request of the Sloan Foundation. Its membership consists of:

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WILL FRENCH, *Professor of Education*, Teachers College, Columbia University, New York City, CHAIRMAN.

This committee acts in an advisory capacity to some public high schools which are including a core program in their curricular offering stressing economic education. The cost of its activities are met without expense to the National Association of Secondary-School Principals.

The Sloan Foundation's interest in economic education, broadly defined, has led it to encourage a variety of projects—radio, motion pictures, publications, institutes, and school experimentation. Its attack upon economic illiteracy in this country ranges from efforts to improve national leadership in applied economics to efforts to improve the life in low-income areas by increasing the competence of the inhabitants to cope with their daily problems of food, clothing, and shelter.

In presenting the following articles the Advisory Committee on the Economic Core Curriculum seeks to call attention

1. to the ideas behind the suggestion for more and better economic education in high school
2. to stress a point of view with regard to the core curriculum
3. to acquaint other high schools with the work being done in the "Sloan" schools with the hope that more schools may be encouraged to undertake experimental work in this area of the curriculum.

The articles themselves fully cover the above three points but the Committee would here like to underscore its point of view with respect to the core

curriculum. No one has a copyright on the term "core" and can, therefore, say exactly how it should be used. It came into use, however, in response to a feeling that there should be, at the heart of every high-school student's program, a closely integrated body of experience with the problems and situations which must be successfully met and faced by youth in America if they are to become competent young adults.

Defined thus it is a plan of "general" education as the latter term is now commonly used. The goals and purposes of "general" education may be sought by any high school in one of four ways:

1. It may seek to do so by the most expert teaching of several distinct subjects, the study of which it decides to require of all its students.
2. It may seek to do so by "correlating" and "fusing" several or all of the subjects required of all students so that these subjects are related by the school for the students into a more unified body of knowledge than would be the case under the preceding plan.
3. It may seek to do so by organizing a core program required of all students which is centered upon the "principal area of living," using the content of any school subject where it contributes to the student's competence to think and act with respect to each of these principal areas.
4. It may seek to do so by utilizing the current life activities and concerns of the students in the school and in the community as the basis for learning.

Competent teachers are a requisite to the successful attainment of the purposes of general education, whichever plan is used. The success attained will also vary according to the pupils involved. They can be so selected as to insure a measure of success under any of these plans. It is the opinion of the committee, however, that in public junior and senior high schools where no selection of pupils ought to prevail and where a "general" education program must be provided for all that the measure of success will be increased as the plan of organization of the learning experiences used by the school tends to approximate that in life where the experience is to be used. Changes in curricular organization of the nature indicated by the third and fourth plan, therefore, seem to the Committee to promise the most of the kinds of competence sought by those who urge more "general" education at the high-school level.

It is with the hope of encouraging more schools to consider adopting this kind of a core program of general education and of encouraging schools to seek more diligently through the core for a larger measure of economic competence, that the members of this Committee have undertaken to serve in an advisory capacity in connection with this project in economic education.

The committee is indebted to:

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for their willingness to join with it in the preparation of the material for the  
articles appearing in this issue of THE BULLETIN.

WILL FRENCH, *Chairman, Ad-  
visory Committee on the Eco-  
nomic Core Curriculum of  
the National Association of  
Secondary-School Principals*

In a democratic society the school should be a positive agent of social progress. A school worthy of the support of a community owes it to that community to be a school of social action. The quality of living in a community should improve because of the presence of the schools which the community supports; society in the United States should show improvement in ways of living because of the public-school system which the nation supports.—John E. Brewton.

## Schools for All the People

HAROLD F. CLARK

*Professor of Education, Teachers College, Columbia University,  
New York City*

**T**HE Sloan Foundation has been carrying on an experiment in certain schools in Kentucky, Florida, and Vermont. This investigation has been an effort to try to find out whether the schools could improve food, clothing, and housing in the particular communities involved. From the evidence now available it seems as though the schools are able to make certain types of improvements in the conditions of living in the communities.

If more complete evidence supports the assumption that schools can improve the quality of life in a community, how far should the process be extended? What are the limits of economic improvement that might be brought about by our schools? The following article discusses certain basic issues that will arise once the community begins to consider the problem of trying to improve the economic level of everyone within the community by means of education.

No community in the world has yet designed schools for all the people. Many communities are attempting to force all the children to attend schools that were designed for a small part of the population. The small group of verbal-minded children who learn rapidly from the little black dots have schools that have been designed for them. The millions of children who would learn best from contact with real things or from people do not have schools that have been designed for their special interests.

### FUNDAMENTAL WAYS OF LEARNING

There are three great fundamental ways of learning. One can learn many things from direct experience. It's perhaps best to learn how to hunt or to fish from hunting and fishing under good guidance. There probably would be great difficulty in trying to learn these processes out of a book. Perhaps most of the work of the world has been learned in the past from direct contact with the work. Most games and recreational activities are learned the same way. Probably most people learn to play tennis, to swim, to skate, or to ski by playing tennis, swimming, skating, or skiing.

The second great method of learning is to learn from people. Through most of the world's history, a major fraction of all the things that have been learned have been learned from other people. The schools give very little practice and almost no systematic attention to developing the skill of learning from someone else.

The third great method of learning is to learn from books or printed material. As a whole, schools have been designed along this line. They have devoted their time, effort, and attention to the people who could learn easily and quickly from printed symbols.

For quite obvious historical reasons, the small percentage of the population that went to school two hundred years ago could learn quite readily from these verbal symbols. As long as only a handful of people are expected to go to schools, there perhaps is no great harm in limiting the conception of education to fairly abstract verbal learning. By the nineteenth century, the average man was beginning to raise the question as to why schools were not provided for a larger per cent of the population. All through the nineteenth century, the struggle went on to broaden the conception of education so that the schools would be more useful to a larger and larger percentage of the population. This movement has gained momentum in the twentieth century.

It is taken for granted now in the typical community in the United States that all the young people shall go to school. But, in fact, we are still trying to force them into a school that was designed for a handful of the population. We have committed ourselves and our country to some approximation of equality of educational opportunity. We have not yet done much to design the school that would put much substance in the claim of providing such equality.

It is all to the good to have schools designed for that small group that learns easily from verbal symbols. No one would want to reduce or to abolish such schools. But there are fundamental reasons why such schools are no longer adequate as a system of education. They were built for a handful of people, they are no longer satisfactory when all the people must have schools designed for their own abilities and interests.

This means that we are faced with the problem of creating schools for all the people. Although this problem has been increasing in importance for the past two or three generations, it is only within the last few decades that it has become so insistent that an answer must be found. We are confronted with the necessity of providing programs of education that are as wide and varied as the interests and abilities of the whole population.

#### THE NECESSITY FOR A BROAD PROGRAM

Let us explore in some detail the evidence that makes necessary the designing of this new and much broader system of education. The founding fathers who built our country understood the importance of an educated citizenship if democracy was to survive. They felt dimly that all the people must be educated by some process or other. It was not given for them to see clearly what profound changes such a concept would make in the very processes of education itself. It has become more and more clear, however, that the survival of democratic institutions depends upon a very widespread type of education. This means a broad political and economic competence.

The economic field provides some startling evidence of the advantages and, one might say, the necessity of moving towards a system of education designed for all the people. The studies that have been carried on for the United States Chamber of Commerce show quite clearly that education is a decisive factor

in determining the level of income of the various countries of the world. Countries such as Colombia and Brazil in South America and Rumania in Europe are countries of larger resources. They have not yet developed a widespread educational system that is capable of using these resources adequately. The result is that they have a low standard of living.

Countries such as Denmark, Norway, and Switzerland have relatively poor resources. They, however, have taken some steps to develop an educational system that makes reasonably large groups of their population competent to deal with the economic problems. Even with the low level of resources, the educational system has been able to make profound improvements in the economic conditions of these countries.

In relation to its size, Colombia, South America, has perhaps as great resources as any other in the world. The resources may even be greater than any other country. It has tens of millions of acres of land as fertile as any on earth. It has enormous forest reserves. The reserves of oil are enormous. There is a great range of mineral supplies. Without making any very great effort, some of the towns in Colombia have electric power rates that are among the lowest in the entire world. Substantial sections of the country have almost an ideal climate. Here we see a situation of a country with great resources, we would expect it to have a high standard of living.

As a matter of fact, what do we find when we look at the standard of living? There are villages along the Magdalena River which could produce almost any food product in the world, and still all evidence points toward the fact that large numbers of these people are malnourished. They do not know how to produce the food that they need. They take no steps to do it.

You enter the school and what do you find? Here is a school completely divorced from the life of the community. Nothing is going on that could possibly improve the level of living. The diet is inadequate and the housing is bad, still there is nothing in the schools showing how to deal with either issue. In terms of the resources available, it is one of the most inadequate school systems in the world. Here is a country with great resources, a poor educational system, and a low income.

In the northwestern corner of Europe is a country that is almost without resources. This country is really just a sand dune extending out into the North Sea. It has almost no minerals. It has essentially no timber supply. It has no natural native sources of power. It has a short growing season and a very bad climate. (Here is a country where one would expect to find a low standard of living.) But actually, what do we find? We find a school system that has managed to pass on to the people the information they need to deal with their land and their environment. The result is one of the highest standards of living in the world.

Comparison of countries all around the world demonstrate clearly exactly the same thing. As inadequate as the programs of education are, even in the

most advanced countries, they have already become sufficiently good that they largely determine the level of economic welfare of the various countries of the world.

One may go so far as to say that if any country wants a high level of income for all its people, it is almost obligated to provide a fairly wide and broad basis for education of all its people. All available evidence points to exactly the same thing as holding even within the confines of a country.

There are sections of the United States where the income is low. There is every reason to believe that if the people of these sections were given the information they need in order to improve their economic conditions, drastic changes would occur. It seems to be equally true that in the high-income sections of the country that if more adequate education and training were given to all the people, great economic advances would be the result.

If one had no higher motives than to make his country strong and prosperous, he would seem to be compelled to advocate education for all the people. In fact, the evidence would seem to justify the statement that if you admit the desirability of a high national income and a strong and wealthy country, you are thereby compelled to advocate moving toward education for all the people as rapidly as is feasible.

What would happen if any country decided to design an educational system for all the people and then to see that all the people went through that system? If the system were well designed in terms of the interests and needs of all the people, there should be a great rise in the cultural level of the people and their political intelligence. The evidence is overwhelming that there would be a great rise in the standard of living for all the people.

#### WHAT WOULD AN EDUCATIONAL SYSTEM DESIGNED FOR ALL THE PEOPLE BE LIKE?

If an educational system were designed for all the people, what would it be like? I think we can be quite sure that this new educational system would have very little resemblance to the one we have inherited from the past. Our educational system was designed for about five per cent of the people. It is physically possible to force from thirty to fifty per cent of the people through this old type school, but even a large percentage of these people who can be forced through will probably not profit too much by it. It is doubtless safe to say that for practical purposes the bottom half of the population in verbal ability can scarcely be forced through this old school system.

It is very necessary to ask who gains and who loses when half the population is for practical purposes denied education and a large fraction of the rest of the population is forced through a school system that is not designed in terms of its needs. There can be little doubt that the people denied the right kind of education suffer. It might be of more importance, however, to insist that all the rest of us suffer and perhaps even more seriously.

The wealth and prosperity of a country depends upon designing an educational system for all the people. It can be easily demonstrated that such an

educational system will far more than pay for itself. There will be more wealth left for other purposes in a society that educates everyone than there will be if all the people are not educated.

Let us assume then that a careful study has been made of all the factors and that the American people have decided that for the first time in the world's history they will design a school system for all the people of the country. What will the new school be like? I think it can be taken for granted that the new school will not be built around the old academic subjects. There is much to be said for building a school around these subjects when only five per cent of the people is going to attend school. There seems to be little or nothing for such a procedure when ninety-five to ninety-eight per cent of the people will attend the school.

As the summary of the Regent's Report of the survey of the schools of New York said: "The systematically organized subjects are an aid to the learning of the expert. They are a handicap to the learning of the ordinary person." Perhaps the issue has never been more clearly put than in this statement. If one is an expert in economics, he wants material organized in economic terms and employing the technical terms of economics. It does not follow from that, however, that the ordinary person will learn most satisfactorily the economic information he needs if it is organized in such a fashion. In fact, we have every reason to believe that he will not get the information he needs if the school is so organized. The school of the future, then, will not be built around the old subject matter field. It clearly will have to be constructed around the important problems of living.

There is some disagreement as to what these most important areas of living are. This discussion and disagreement is all to the good. However, beginning almost a generation ago with the report of the "Seven Cardinal Principles" of education, there has grown up a remarkable agreement as to what some of the most important areas of living would be. The "Seven Cardinal Principles," as all will remember, were health, work, leisure, worthy home membership, citizenship, ethical character, and command of the fundamental processes.

Regarding most of these items there would be little or no disagreement. In every list that has been drawn up since the First World War, three of these items appear. The effort to improve health, to provide for satisfactory work and leisure are always accepted as three of the fundamental purposes of any school. Clearly these would be areas of living around which the school program would be built. Home and family life and the problems growing out of them will appear some place in any list of important areas of living.

#### *Food, Clothing, and Shelter*

In any typical community in the United States in normal times, a study will show that from half to two thirds of the expenditures of the average family will go to food, clothing, and shelter. In fact, for the average family

in the United States two thirds of all its effort, time, and money goes to providing for food, clothing, and housing. If a school system is to be built around the important areas of living it would seem imperative that a very large amount of time would be given to factors that occupy two thirds of the time of the average family. This is the situation not only in our own country but around the world.

In the richest countries in the world, approximately two thirds of the income of the average family goes to food, clothing, and shelter. In the poorest countries of the world this goes up to ninety per cent. Certainly then, not only in our own country, but around the world, a school program that was designed and built around the important problems of living would give major attention to the problems of food, clothing, and shelter.

In low-income communities in the United States substantially more than two thirds of the total time and effort of the people goes toward attaining food, clothing, and shelter. It would hardly seem reasonable in the slum sections of our great cities where almost all the children are inadequately housed, that little or no attention would be given to the housing problem, but little is done. The total discussions of housing problems in such communities is usually confined to a consideration of Indian wigwams and Eskimo igloos.

All over America people are inadequately housed because there has not been discussion of the housing problem as a basic part of the educational program. Careful studies by distinguished authorities have indicated that almost all of our great cities really should be classified as slum areas. One study of some years ago in New York City compared a slum block with one of the most expensive blocks in the world located on Park Avenue. The Park Avenue block by actual measurement had less light, more noise and dirt, and more carbon monoxide than the slum block. The committee of architects making the study spoke of the lower slums of the East side and the upper slums of Park Avenue. This seems to be an entirely fair characterization.

To get good housing in our modern cities requires a fundamental re-planning of those cities. Schools could be a major factor in the re-planning, but they are not. How many high-school boys and girls leave school with a clear idea of a good design for their own community? Or for that matter, how many high-school graduates could even give the standards for a good house? Probably not one student in a thousand could deal with the problem intelligently. How much heat will go through different kinds of walls how fast? The answer to this question will profoundly affect the comfort of millions of our people North and South. And still the problem of the transfer of heat is likely to be confined to theoretical problems in the physics laboratory.

Some time ago the problem of insulation of houses was discussed with the physics teachers in a southern high school. The teachers of physics maintained that the transfer of heat through the walls of a house was not a problem in physics. You had to study the transfer of heat through a metal bar in the lab-

oratory to make it an educational problem. These teachers were clearly confusing the training of physicists with the problem of training people to live in the community. The crucial problem facing the high school today is to go through all the subject-matter fields, not only the ones now taught in high school, but all others, and take out the material that will aid the young people to improve the quality of living in the particular community concerned.

#### *Food and Diet*

What is an adequate diet and how do you get it when the family is such that twelve cents a meal is all that can be spent for food? Very few people can give any reasonable answer to the problem and still a large fraction of all the people have to face that very real issue. In a recent year when the calculations were made, this was the amount that the average family would have to buy its food.

Some years ago a fairly careful study in a rural community in the southern part of the United States showed that there were almost no winter gardens in the particular section. The climate was such that food could be grown the year around. Many indications pointed towards the fact that the diet of many families in the community was inadequate. The people in this community had migrated from England some centuries before, but they still carried on the patterns of gardening that had grown up in a much colder climate. A garden was planted in the spring and only in the spring. You would think that the teachers of geography or the science teachers would have pointed out that things would grow the year around in this particular community. The teachers had not done so and the pattern of agriculture and of food production went on as it had in the time of the ancestors of the community.

Finally the school decided to do something about it and each school grade from the first grade through the senior high-school grade began to study the possibility of producing food in that community the year around and also began actually to plant gardens on the school grounds. The result was that in a very few years it was the common practice to see things growing in the gardens of that community all through the year. This may sound like an extreme illustration, but the same thing tends to go on all over the United States all the time.

Boston and Seattle refuse to re-plan their housing in terms of modern science and modern knowledge. The people in the southern Appalachian Mountains go on farming their land as though they were in the flat country of central England. They have been away for almost three centuries and for a hundred years have lived on steep mountainsides, still they try to cultivate their land as their ancestors of centuries ago on land that would not erode.

In school districts where we have watched the matter carefully, the land has been cleared, corn planted on a mountain-side, and in a single year the rain has cut ditches down to bedrock and within ten years many a field has been ruined. What is the way that mountainsides should be cultivated? What

are the crops that should grow by means of trees, bushes, and permanent vegetation? You will wait in vain to get any answer from the high schools of that section. They go on teaching the botany, the physics, and the chemistry, that is the background for a technician in these fields, but leaves a person totally unprepared to live well and happily in his own community.

A few years ago in discussing this matter with one of the great authorities in the field of economic geography, the problem was raised as to whether the southern Appalachian Mountains had the resources for a high standard of living. This world-famous geographer stated that in his opinion the southern Appalachian Mountains had fully twice the resources of Switzerland. He went on to say that if the high schools could get the people of the southern Appalachians to use their resources as well as the people of Switzerland used their resources that their income would be twice the income of Switzerland.

When the famous economic geographer was asked if he realized that an income twice that of Switzerland would be one of the highest in the world, he said he knew that. He went on to say that if the schools could get the people in the southern Appalachians to follow the best practices now known they could have one of the highest standards of living in the world. Schools designed to deal with problems of living could improve greatly the conditions of life of low-income communities. They could also have a profound effect on the high-income communities.

Professor A. J. Carlson of the University of Chicago recently stated that the overeating of the upper two thirds of the people was a greater health problem than the undereating of the bottom one third. What is an adequate diet and how do you get it when your income is \$2,000, and perhaps the more difficult question when your income is \$50,000? The average boy and girl is leaving our high schools without any answer to such problems.

#### *Clothing*

How does a family stay warm in Vermont when the clothing expenditure is \$60 a year for the whole family? The temperature may go to twenty or thirty degrees below zero. The answer is, it is extremely difficult, but the schools make the problem no easier by ignoring the issue completely. What is adequate clothing in the warmer parts of the United States? Little or no attention has ever been given to this problem. Basically we have no housing that has ever been designed for the warmer parts of the country, no clothing, and the diet has not been considered in the light of the temperature. Why are not these important problems of living in our schools? The answer is that they will be just as soon as the school people begin to try to design schools to deal with all the problems of all the people.

#### *Housing*

The housing problem is one of the most critical issues confronting the American people at the present time. Even if we manage to get enough

structures built to protect the people from the elements, the housing problem will still be with us. The very design of our cities is inadequate. Almost all city planning authorities around the world insist that our cities should be decentralized. The modern city took its design before it was possible to transmit power more than a few hundred feet and before the development of modern transportation. We go on in our schools studying the design of a thousand ancient cities and without once raising the issue of what should be the design of a modern American community.

Power can be transported long distances and people are able to move by automobile and bus a considerable distance from their work. Factories have not yet been located to take advantage of these facts. One generation after another comes along and never even considers them. About twenty per cent of the income of the average family goes to rent or to building a house. Still you would never know this from the lack of attention given to the problem in the school. Only a handful of schools has yet built good housing laboratories. Every school in the land should have a housing laboratory.

This housing laboratory should be the center of housing activity for much of the community. The young people would learn all the skills they need regarding the building, repair, and care of the house. A few school systems have gone so far as to build a house each year. This is certainly a desirable procedure and should become standard practice in all schools.

The housing laboratory should become the center from which new ideas permeate all through the community. It should be possible for anyone in the community to borrow or rent the latest tools and equipment to repair and fix his house. All types of house plans should be available. The modern school housing laboratory should occupy the same relativity to the housing problem that the doctor and the hospital occupy to the medical problems of the community. The housing laboratory should be the center from which plans are made to solve the housing problem. Every boy and girl as he goes through school should have a substantial amount of work in the housing laboratory. The result should be that when young people leave school they would know what a good house is, they would know how to get it in their community, they would have the skills in order to do the things that they need to do themselves.

One hates to think that it takes an atomic bomb to get consideration of certain problems. However, if nothing else will accomplish the matter, perhaps the possibility of atomic bombing will at last drive home the necessity of decentralizing our cities. The very least we could ask our schools to do would be to consider the design of a community that would provide as adequate protection as possible against the newer developments in warfare. Some competent authorities hold that a properly designed and built community would be the best defense we can get against the atomic bomb. Because of the fact that all other indications favor more decentralization, at least the

question should be asked as to what is a proper design for a modern community from the standpoint of defense and survival.

When schools are designed for all the boys and girls, everyone will have a chance for an education. Each person will be adequately trained for the work he is going to do. He will be competently prepared for his leisure-time activities. He will know how to provide for the necessities of life. He will know what an adequate diet, good clothing, adequate housing is for his own community. He will know how to get these things in terms of the environment in which he will be living. Such a school will be the greatest factor in raising the general level of welfare of all the people. The children and young people will earn the skills we expect them to know much easier and faster. They will also lay the basis for a society that is able to solve its problems as they arise.

### Approved National Contests For Schools

**T**Hese two national contests, announced by firms, organizations, and institutions outside of organized educational agencies, are approved for secondary schools by the National Contest Committee. They should be added to the list of approved national contests that appeared in the March, 1946, issue of THE BULLETIN, pages 139-140.

These two lists contain all the national contests approved by the National Contest Committee of the National Association of Secondary-School Principals for the school year 1945-46. The first list for the school year 1946-47 will appear in the October 1946 issue of THE BULLETIN.

The National Contest Committee recommends that schools participate in approved contests only.

*Crafts Modeling Project*

Fisher Body Craftsman's Guild,  
Fisher Building, Detroit, Michigan.

*National High-School  
Photographic Awards*

Eastman Kodak Company,  
343 State St., Rochester 4, N.Y.

Snapshots in any of four classifications:

- I. Scenes and still-life studies.
- II. Pictures of adults, children, and babies.
- III. Recreation.
- IV. Occupations—People at work.

## High School Education for Better Personal and Community Living

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### THE GROWING CONCERN FOR USEFUL EDUCATION

SINCE 1749, when Franklin urged the establishment of "useful subjects," there has been steadily mounting pressure for secondary schools which would shift their major emphasis from the teaching of classical subjects to the guiding of boys and girls into more satisfying daily living. The academies of the last century were an indication of this trend and the free public high schools, which increased in numbers after 1870, carried the movement still further.

The curriculum of many high schools, however, is still primarily classical in orientation. It follows a pattern and a form dictated by a series of committees organized since 1890. The recommendations of the Committee of Ten in 1893 are still evident in current programs. This committee was interested mostly in the introduction of youth to the liberal arts as a means of preparing them for college. This was to be expected, in view of the fact that the high schools were still predominantly college preparatory institutions. Since 1890 the college-going high-school graduates have come to be a relatively small minority of those served by the secondary schools. The high schools have increasingly become the agency for inducting all youth into life in democratic America.

### *The Cardinal Principles as a Mark of Progress*

While Franklin's idea of "useful subjects" and the subsequent organization of the academies, as well as the beginning of the free public high schools after 1870, mark turning points in the history of secondary education, an equally significant change occurred in the second decade of the present century. From 1912 to 1920 there was a Commission on the Reorganization of Secondary Education which furthered the reorientation of our schools. Its best known report, "The Cardinal Principles," presented seven objectives which had a profound influence on American secondary education. This report signalized a shift from thinking of education in terms of subjects to thinking of education in terms of desired outcomes. Thousands of educators who read this report began to contemplate the kind of individual they were seeking to develop through the school program. The subjects and the program became the means. While other educators down through the centuries had been concerned with the objectives of education, American teachers and administrators in the twenties were ready for re-examination of their purposes. Since 1920 numerous groups have enunciated purposes—some indicating the kind

of society desired, others defining the personality or the kind of behavior which the school should seek to secure. In all of these formulations, personal and community living have had a central place. The form of statement was varied but these two goals have received prominent attention.

The Cardinal Principles served to popularize a growing emphasis on social efficiency in the schools. Instead of concentrating on training the mind as in 1890, educators discussed freely the possibility of preparing boys and girls for everyday living. In the words of the Cardinal Principles this meant command of the fundamental processes, health, ethical character, worthy use of leisure, homemaking, vocation, and citizenship. Courses of study produced in the twenties almost always included the Cardinal Principles or some reference to them and serious effort was made to reorganize subjects on this basis. Further, the individual principles received support from special interest groups. Some worked for citizenship, others for homemaking. Detailed analyses were made of adult activities in each of the areas and these were posited as the basis for the new curriculum.

#### *A Concern for Method*

As Willing has pointed out with great clarity, an increasing number of schoolmen after 1920 "expressed dissatisfaction with the social realism of the Cardinal Principles." This group was in opposition to the subject-centered school also, but they believed that the Cardinal Principles failed to take adequate "account of the child as a person and of our society as a democracy." It was this group which organized the Progressive Education Association in 1919.

They asserted and demonstrated that students needed not so much to be expressly prepared for the activities of adult society as for their immediate living. They insisted that learning through formal study was inefficient compared with learning through self-planned and self-executed projects. They made much of firsthand experiences with the world outside the school and much of free activity within the school. They ridiculed the ritual of learning and reciting lessons and questioned gravely the value of transmitting so-called knowledge against the needs of an uncertain future. And while there were some social functionalists among them, as a group they questioned the possibility of knowing from a survey of present adult activities what desirable things of that day children would be doing a few years hence.

To provide for children in school a mode of life which was for them realistic and which at the same time was genuinely democratic and intellectually stimulating was for the Progressives of this period the whole function of the teacher and the essence of a curriculum. Other possible values would take care of themselves. But above all there must be some much more unifying and directive concept at the bottom of educational theory than any so far revealed in the compilation of values labeled social functionalism. Some of them advanced *child growth* as such a concept, and others chose *genuine democracy*. Many in making such choices as they thought in the spirit of John

Dewey failed to remember that he chose both as indispensable and inseparable criteria of the good education.<sup>1</sup>

As suggested above, the secondary schools after 1920 became increasingly conscious, not only of their goals, but also of their methods. As schoolmen worked at the revision of the curriculum and sought better to meet the new demands, many came to realize that the objectives which they had been espousing were not, and probably could not be, effectively attained through a program organized on a subject basis. The subjects, as taught in the schools, represented a systematic organization of man's knowledge and experience. This was extremely valuable in aiding an individual to grasp the content and relationships within a particular field, but these subjects were not particularly adapted to fostering the rounded development of individual boys and girls or securing efficiency in the various areas of living suggested by the Cardinal Principles.

#### *Current Recommendations Stress Better Personal and Community Living*

During the late twenties and early thirties the high schools were criticized unmercifully from within and without because of their failure to attain certain goals which by this time had become rather popularly accepted. There were the problems of discovering means and methods for arriving at new goals as well as those of retraining teachers and reinterpreting schooling to parents. Gradually a few schoolmen recognized that a more complete break with past practices and procedures was essential and increasing experimentation was attempted. Core courses were introduced, community schools were fostered, and other innovations were tried. Much of the effort was centered on developing programs of high-school education which would result in better personal and community living.

While it is too early to assess their full impact, it is probable that the report of the Educational Policies Commission, *Education for All American Youth*<sup>2</sup> and its briefer interpretation *Planning for American Youth*<sup>3</sup> will constitute a landmark similar to the Cardinal Principles. In these documents a new concept and organization of secondary education is visualized and proposed. Major national organizations put their influence behind a movement which is well under way. They present one series of answers to the question of how schools can educate for better personal and community living. While these reports very likely do not present *the answer* because probably there is no *one* answer, they do signalize another step in the development of American public secondary schools.

<sup>1</sup>Willing, Matthew H., in Corey, Stephen M. and others. *General Education in the American High School*. Chicago: Scott, Foresman and Co. 1942. Pp. 57-58.

<sup>2</sup>Washington: Educational Policies Commission of the National Education Association and the American Association of School Administrators. 1944.

<sup>3</sup>Washington: National Association of Secondary-School Principals, a department of the National Education Association. 1944.

The two reports, *Education for All American Youth* and *Planning for American Youth*, can not well be mentioned at this time without reference to the Harvard Report.<sup>4</sup> Along with *Planning for American Youth* it has received widespread popular attention. While the Harvard Report makes an excellent analysis of the conditions and problems facing the schools it does not appear to follow its own logic. Instead it reverts to a support of a subject-matter approach which has been tried again and again and found wanting.

Surely the problems of reorganization and reconstruction which face the schools have not been solved, but attempts in the direction of those described elsewhere in this issue appear more promising. From Franklin and the academy, which was to emphasize "useful subjects," to the founding of the free public high school, to the Cardinal Principles, to *Education for All American Youth*,—for 200 years, the American secondary school has been moving slowly but steadily toward the provision of a kind of education which contributes directly and significantly to better personal and community living. In the remainder of this article suggestions will be given as to the basic conditions which the school should provide if it is to add constructively to the advance which has so long been underway.

#### PERSONAL AND COMMUNITY LIVING ARE INTERRELATED

The goals of better personal and community living have been fairly well accepted in theory by the schools. Yet, there has been inadequate analysis as to the kinds of learning experiences needed to achieve these objectives. A brief interpretation of the expression, personal and community living, is probably necessary.

Personal and community living can well encompass the whole of life. As now commonly conceived, education in our democracy means the development of individual understanding and responsibility in dealing with individual and group situations of everyday living. These are found in family life, civic and social activities, work, leisure, and spiritual life. For the learner this involves growth in individual capacities and in social participation. On the individual side he must gain competence in situations involving health, intellectual power, moral responsibility, and aesthetic appreciation. On the social or community side he must gain competence in person-to-person relations, group membership, and inter-group relations. Such situations and relations on both the personal and social sides should include experience in dealing with environmental factors and forces such as natural phenomena, technological resources, and economic, political, and social structures. Growth in ability to deal with these latter forces is highly important.<sup>5</sup> While it is possible to make a distinction between

<sup>4</sup>Report of the Harvard Committee. *General Education in a Free Society*. Cambridge, Massachusetts: Harvard University Press, 1945.

<sup>5</sup>Adapted from an unpublished manuscript *Developing a Curriculum for Modern Living*, Childhood Youth Education Committee, Horace Mann-Lincoln Institute of School Experimentation, Teachers College Columbia University.

the personal and the community living for purposes of emphasis and discussion in analyzing the types of situations which an individual encounters, personal and community living merge in the process of living. It is difficult to classify any experience as being purely one or the other. And as the individual learns through the experiences which he has, the experiences which may seem to be almost entirely personal influence his community living and those which are essentially community experiences affect his personal living. A consideration of the nature of the human organism and how it learns will help to make this clear.

#### LEARNING BETTER PERSONAL AND COMMUNITY LIVING

##### *The Individual Interacts with his Environment*

Boys and girls, being living organisms, are characteristically active. They are in continuous interaction with their environment. An analysis of any organic activity reveals that it has an organismal as well as an environmental function. Walking necessitates something to walk on as well as motion of the legs. Breathing requires air as well as lungs. Even anger requires something about which to be angry. This continuity of the learner and his environment is very important educationally. Even at the present time, much of our so-called education is conducted as though the individual child resides in a vacuum. It is a great mistake to fail to recognize that every taste, desire, thought, and action of the child is influenced by his total environment. For guidance in setting up an educational program it is necessary to look at both sides of the problem of the individual and the environment.

##### *Wants and Desires Result in Action*

The individual is active because he wants something; it may be food, water, or affection. If the high-school pupil is studied carefully, it will be found that his activities can be explained as efforts to satisfy these wants. The adolescent has wants which are common to all ages, as well as those which are characteristic of his particular level of maturation. These wants or motivating forces of adolescence are frequently referred to as developmental tasks.<sup>6</sup> For example, high-school boys and girls become very desirous of securing a favorable response from their age mates. They will wear very conspicuous clothing and learn what amounts to almost a new language for a nod of approval from friends. The concern, and sometimes horror of parents, because of the extremity to which their sons and daughters go, seldom troubles the adolescents. Frequently, they are anxious to free themselves from parent control and all adult domination and to show that they are competent vocationally, that they can care for themselves economically, and otherwise prove that

<sup>6</sup>Havighurst, Robert J., Prescott, Daniel A., and Redl, Fritz. "Scientific Study of Developing Boys and Girls Has Set Up Guideposts." Chapter IV in Corey, Stephen M., and others. *Op. Cit.*

they have attained an adult status. Thus it is the wants or desires which are in line with the task of growing up in our society which motivate much activity of pupils.

The exact form which the wants take is influenced markedly by the community and by the wants and desires of age mates. In one community staying out at night until the early morning hours is accepted practice, in other communities it is never contemplated by any considerable number of the youth. Practices in respect to dating and the kind of clothing to be worn at various functions will vary from one group to another. Thus the form which wants take and the kind of action which they cause are determined by the environment in which the individual is living.

#### *Wants Create a Need for Learning*

Many wants or many goals cannot be attained through activity alone. Frequently it is necessary to discover some new kind of activity, or to learn new ways of behaving to gain what is wanted. Such changed or modified behavior is learning. If there has been learning there will be a change in behavior. It is recognized, of course, that this behavior may vary all the way from interchanging two letters in spelling a word to operating a metal lathe. In either situation, however, the individual wanted to attain a new goal. As has already been suggested, the learning which is needed to satisfy a want is conditioned by the circumstances in which the individual finds himself. On the playground a boy may learn one set of language patterns to satisfy his desire for acceptance by the group; in the classroom he may learn another set to secure the grades which he wants. One of the problems always faced by the school is the conflict between the wants which it creates and those which are inherent in a particular community situation. In so far as the wants resulting from the school and community situations reinforce one another, learning to meet those wants is likely to come about more speedily.

#### *New Goals Result in New Behavior*

As is implied above, new goals or wants bring about changes in behavior. Observation of high-school pupils will reveal many illustrations of activities undertaken to attain new goals. The boy who suddenly becomes concerned with his personal appearance is typical. Though he may have resisted for months parental pleas to comb his hair, a desire to interest and attract a particular young lady may result in repeated checking at the mirror and a continuous wetting down of unruly hair. Adolescent fumbling and hesitancy in seeking new social contacts with age mates of the opposite sex reveal the uncertainty and trial and error character of the behavior which precedes the discovery of the "right" way or the way which secures desired results. Much adolescent behavior is motivated by a desire to accomplish adolescent tasks. There are many illustrations of intense effort stimulated by some occupational

goal which demands certain patterns of high-school preparation. Goals change, of course, because of school, home, or community influences as well as because of changes in the individual as he grows and matures in a particular setting.

#### *Goals Can Be Taught*

One of the important characteristics of goals is their modifiability and the fact that they can be learned and thus changed. Illustrations of this have been given above. There are, of course, a few goals having a physiological base, such as hunger, which are not changed fundamentally by experience. The school, the community, the total environment teaches goals and goals find expression in all activities of the individual.

Teachers have frequently gone directly at the task of teaching without giving attention to the goals of the learner or recognizing that a change of goals will be necessary for learning. As a result the techniques used have not been such as to win approval for new goals, but rather to fix more firmly the original inclination of the learner.

The community in which individuals live and grow is probably one of the most important determiners of goals. Thus, the community educates. Forward looking educational programs have recognized this fact and have sought to make the community a better educational force and to utilize its desirable educational resources. The school as the leading agency for planned education is increasingly accepting responsibility for aiding the community in recognizing and clarifying its educational possibilities.

As schools become more and more concerned with contributing vitally to better personal and community living, the necessity for attention to goals and values is of increasing importance. Helping individuals to clarify their personal goals and philosophy becomes essential. Aiding pupils to develop democratic values which can be used as a basis for judgments and decisions in both personal and community matters is seen as a fundamental necessity.

#### *Teachers Should Know Pupil Goals*

If the pupils are to be aided in their learning by teachers, it is important for teachers to know pupil goals and to understand what they think is important. This requires time and close association. It is possible through books and long experience to become familiar with adolescents in general, but to appeal to individuals, each one must be understood. Teachers who are concerned with actually changing the behavior of youth in fundamental ways know the importance and necessity of careful study of each boy and girl. This, of course, requires time spent with individuals. Under current high-school conditions with one teacher having 175 or more different pupils per day, in courses dealing with matters not vital to young people or not organized so as to have any natural appeal, it is extremely difficult to avoid the use of "clubs"

such as marks, fear of failure, and withholding of privileges. To secure a proper learning situation considerable reorganization of the high school is needed along lines to be suggested later.

One of the major problems of teachers is to understand the goals which pupils develop as a result of their home and community experience. Many adolescents, with home backgrounds markedly different from that of the teacher have an orientation which the teacher does not comprehend. Many boys and girls have strongly developed goals relating to personal and community living. Teachers could well utilize these to further individual development. Also, where the school seeks to foster new goals this can be done best by making their attainment an integral part of the means of arriving at goals which are already held by the learner.

The goal directed nature of activity and learning is an important consideration for any teacher and the need for changing goals is a fundamental frequently overlooked. There are, of course, other important characteristics of learning which can guide practice and suggest curriculum modification.

#### *Learning is Never Single*

Teachers were a long time in recognizing that many things are learned at once—that learnings are almost never single. The pupil who learns mathematics may also learn to dislike mathematics or to like the teacher. The boy who has trouble with his schooling may develop an attitude of personal inferiority and inadequacy in all of his activities. This condition results from the fact that the whole child learns. In encountering a learning situation the pupil reacts mentally, physically, and emotionally. It is particularly important, where the school is concerned with personal and community living, both of which are broad and complex in their relationships, that teachers know their pupils and be in a position to assess as many as possible of the outcomes resulting from the pupils' in-school and out-of-school experiences. Only in this way is it possible to secure some measure of control over the total or cumulative effect of educative experiences.

#### *Every Experience Makes a Difference*

Closely related to the fact of multiple learnings mentioned above is the recognition that every experience makes a difference. There has sometimes been a tendency to think of learning narrowly in terms of the bare outline of subject matter of a course. When the school becomes concerned with personal and community living, however, it is evident that every experience is important. Each leaves its impression and modifies in some way the thinking, the attitudes, or the physical make-up of the pupil. The school cannot be content to think of courses alone, or even of the life within the school, it must have a due regard for the community influences. As indicated in the section above, the learner responds to all of his environment as a total being. Thus, influences other than school subjects must be considered.

An inspection of any community will reveal a variety of influences operating to condition the experiences and hence the learnings of children. The social patterns in a given community, the religious life, the political atmosphere, the economic arrangements, the government controls, and the community gatherings are some of the determiners of the experiences of children. The way in which these determiners operate will vary from community to community. In one situation the religious life may be a powerful influence for Christian ideals, in another it may be a source of friction and dissension which divides and fractionates the community and the school, and in a third community the religious life may have little or no influence on the youth. In most modern communities the newspapers, the radio, and the cinema are other powerful influences. As has been mentioned earlier, the whole community educates and every experience of the learner makes a difference. While the implications of this for the school and for curriculum planning need further elaboration, the influence of these community forces is very clear.

#### *Maturity Conditions Readiness for Learning*

As has already been suggested in previous sections, certain goals or developmental tasks are characteristic of the level of maturation of the individual and the environment in which he grows and develops. The pupil is thus ready at any particular stage in his growth to handle certain problems but not others. Also, little if any learning occurs when a task is beyond the level of his maturity and outside the range of his wants and goals.

Where the pupil is merely memorizing materials which are not meaningful or understood by him, as is the case, unfortunately, with much school work, the importance of maturity often is not clearly recognized. When the school concerns itself with personal and community living where real learning is involved and where the behavior outcomes are tested immediately in action situations, the crucial importance of maturity is more readily evident.

#### *The Individual Is the Result of His Activity*

As has been brought out repeatedly, the individual learns through experience. The opportunity for activity is an essential for learning. If the school is to educate for better personal and community living, this can be done best through working on problems of personal and community living under guidance. If the pupil is to learn to solve problems, he must have experience in solving them effectively and in a manner which is satisfying to him. If they come to grips with problems of living at all, schools tend to foster *study about* problems rather than *guided work on* problems. This difference is revealed by two types of schools. One is greatly concerned with the quality of living in the classroom and the community, with the psychological atmosphere within which pupils work. This type of school seeks to arrange the environment so that pupils have an opportunity to build intelligence through guided, significant, workaday-world, practical experiences; to define their own needs; to

plan for their own educational program; to work co-operatively with others and to develop the "discipline of practical judgment" in meeting problems of daily living.<sup>1</sup> A second type of school through subjects such as literature, composition, public speaking, social studies, science, home economics, and agriculture focuses attention on problems of personal and community living, and requires reading, writing, and speaking about these problems but actually avoids opportunity to work with these problems on a personal and direct participating basis. Actually, there is probably no school which fits neatly into one of these two categories. Individual schools might shift position in terms of any series of problems which might be under consideration. Thus in a specific school there might be no attention to certain vital problems, study *about* some others, and excellent opportunity for pupil participation in solving others. The kind of curriculum change which is needed to recognize more fully that the individual learns through his own activity will be illustrated in the paragraphs which follow.

#### FOUR LEVELS OF SCHOOL OPERATION

The previous sections of this statement have emphasized (1) the way in which secondary schools have gradually become more concerned with the influence of the educational program on the pattern of living and (2) the nature of learning and the kind of schooling which will significantly modify peoples' day-to-day personal and community activities. The following paragraphs of this section will illustrate in one area the way in which schools are handling one aspect of community living; namely, human and nonhuman resources. The final section will suggest a number of curriculum considerations which will make for more effective living.

#### *Recognition of the Importance of Resources Has Increased*

There is now fairly widespread recognition of the fact that people generally are not living at the level which would be possible were we to use what we now know about resources and techniques of utilizing them. An increasing number of teachers have caught a vision of the possibility of the school serving to narrow this gap between what we know how to do and what we actually do. Many have seen the feasibility of the schools becoming more effective community institutions and demonstrating the value of a better pattern of personal and community living. As molders of the curriculum, teachers are introducing experiences which are on the action level. Good examples of this are to be found in the area of resource-use education. The developments in this area can be traced very briefly.

During the past fifty years there has been a great increase in knowledge and public awareness of our many natural resources, their interrelatedness and their potential influence upon the quality of living. Gradually people have

<sup>1</sup>For an elaboration of this point of view, see Hopkins, L. Thomas, "Atmosphere for Learning," *Teachers College Record*, XLVII, November, 1944, pp. 99-105.

come to recognize the importance of climatic factors such as abundant rainfall, well spread throughout the growing season; the value of fertile, rich soil; the numerous contributions of forests for wood products, protection of water-sheds, shelter of wildlife and outdoor recreation; the inherent assets in navigable rivers, ocean ports, and hydro-electric power; the necessity of a good supply of basic minerals; the strength of a healthy, vigorous, intelligent, educated population; and the significance of well-organized, ably staffed welfare and governmental agencies.

The depression of the thirties focused attention on this problem and the experience of the war years emphasized it anew. Following the depression we had the National Resources Planning Board and many state and local planning agencies. In the Pacific Northwest, and in the South particularly, but in other areas as well, studies were made and plans outlined as to what schools might do to secure a higher level of personal and community living through a more effective use of resources. By and large schools have not made a penetrating study of local or regional needs and then mobilized their forces to the point of changing ways of living. To illustrate what has been done and to indicate roughly the ways in which schools have utilized the knowledge of how learning takes place, four levels of action can be described.

*The Do-Nothing Level*—On the first or *do-nothing level* there are a large number of schools that do not reveal an awareness of the resource-use problem. In spite of the fact that they are in an area where schools could make great contributions through concentrating on resource-use, they continue to spend time and energy on materials which are remote from the lives of boys and girls.

*The Study-About Level*—On the second or *study-about level* are those schools that have one or more units in a science, home economics, industrial arts, or problems of democracy course dealing with the importance of conservation of some one or more resources. These schools may show some films distributed by their state conservation department. Pupils may even get out and plant a tree on Arbor Day. The emphasis is usually on conservation in these schools.

*The Participation Level*—On the third or *participation level* are those that emphasize learning by doing. They may include much of what is done by schools on the second level, but they supplement this with projects or group activities such as painting the school or putting in a new walk. Pupils may develop a plan for the school grounds. They may check erosion and plant grass, shrubbery, and trees. They may care for a school forest. Most likely community surveys will be made from time to time by some class or grade group.

*The School-Community-Integration Level*—On the fourth or *school-community-integration level*, the schools may do much of what is done by schools on the second or third level, but they go far beyond this. Their goal is enlight-

ened social action and better personal and community living. They do not limit themselves to a consideration of general problems such as erosion on either an information or experience basis. These schools study the community, not just to find out what it is, but to determine what it might be. If located in an area dependent on the land, they would find out what is being done with the land, and whether or not it is producing the maximum in good living. They might study the housing conditions to determine what they are and what they might be. They might investigate nutrition or health status and determine how it can be improved.

But these schools do not operate alone. They involve other agencies and the parents in the course of their examination of these problems. Agricultural agents, home demonstration agents, health departments, housing agencies, and in fact any citizen who might have a contribution would be called upon. Every major resource in the community would be drawn in. Generally these schools recognize that the problem of resource-use education is at least four-fold.

- a. It involves gathering the necessary facts or information on conditions.
- b. It necessitates the development of attitudes or the motivation favorable to doing something about conditions. This may take the form of getting a vision of possibilities inherent in better resource use.
- c. It requires the building of appropriate technical skills. Problems of agriculture, industry, or management call for definite vocational and professional skills.
- d. It demands trained and enthusiastic leadership.\*

Hence each problem, whether it be one of farming, housing, or health, is viewed in this four-fold way and appropriate educational provisions are made. As they proceed, children and their parents in this level-four school-community may work together on improved methods of farming. Children may study problems and through home projects, with the help of a teacher, the agricultural agent, and their parents, try out some proposal which promises to be an improvement over common practices. In communities having such schools there is often evidence of better homes, more money for schools, more reading matter in homes, more cars, and other evidences of a higher standard of living. Careful observation of such school programs reveals that children and parents were motivated to the point where they saw the possibilities in a new use of resources. They developed the required skills such as might be involved in caring for the soil, raising new products or stock. Pupils and parents were also helped to get the aid needed in management so that they might exert the necessary over-all control.

\*For an elaboration of this and other aspects of resource-use education see Morphet, Edgar L., editor, *Building a Better Southern Region Through Education*. Tallahassee, Florida: Southern States Work-Conference on School Administrative Problems. 1945.

The schools working on this fourth level are not trying to do the job alone, but they see themselves as a necessary element in getting the job done. They recognize that a major responsibility rests upon schools and other educational institutions and they accept responsibility in seeking to co-ordinate these.

The schools operating on the fourth level came closest to utilizing what we know about learning. Pupils are stimulated to develop wants relating to the better use of resources; they are involved in doing something positive and direct about these wants. They learn how to solve their problems through experience in solving them. The educative influence of the whole community is mobilized to secure better personal and community living.

While the four levels of operation are illustrated in only one area, resource-use education, the reader can identify schools which are operated on each level in other areas such as inter-group relations, family living, vocational orientation and training, leisure, time activities, and others.

#### CURRICULUM CONSIDERATIONS

As schools have sought to reorganize programs in such a way as to improve living, much has been learned as to the arrangements and organization plans which provide greatest opportunity for effective learning. It will be the purpose of this final section to outline briefly some of the important considerations in curriculum organization and improvement.

##### *Desirable Curriculum Provisions.*

In accord with what has already been said about education for personal and community living there are criteria which might be used in determining the adequacy of a high-school curriculum.

A. Pupils should be aided in accomplishing their developmental tasks and in relating them to broader social problems. In theory at least, educational programs have accepted a responsibility to both the individual and to society. Actually, schools have been only partially successful in developing programs to help youth with their developmental tasks and to aid them in mastering a procedure or method for dealing with the ever-changing problems of personal and community living.

A first essential is the continuous study of youth by teachers. It must be expected that there will be wide differences among boys and girls in respect to standards of work, time at which they will profit from various experiences, length of time required to perform various tasks, nature of the learning experiences in which they will engage, and the outcomes which may be expected. Obviously too, some new plans of organization for the high-school program of studies must be discovered. In the past great reliance has been placed upon multiple programs such as the academic, commercial, vocational, and general, or upon a constants-with-variables arrangement plus guidance. While these may be of help they give no assurance whatsoever that the experiences which the individual has will be adjusted to individual needs or that help will be

given on developmental tasks. Both the elective system and the extracurricular program may be of some help, but they cannot be relied upon to meet the need by the fact of their existence. Ways and means must be found for helping at least one teacher to gain an intimate knowledge of each pupil. Then this teacher must be able to work with the individual in such a manner as to guide him toward experiences in harmony with his level of development and his needs. Various devices such as the home room have been established to compensate for a nonfunctional curriculum and a schedule which prevents the average high-school teacher from really knowing his pupils. Experience with the home room has indicated the necessity of some fundamental reorganization such as will be suggested later.

Aiding children to relate their developmental tasks to the broader social problems has seldom been well handled by the schools. This is a complicated and difficult matter demanding breadth of understanding, skillful teaching, and careful guidance. If it is believed that the school should be directed by the society in which it operates, a first and most basic problem is the encouragement in pupils of operational and broad social value patterns which are in harmony with the democratic way. This involves the teaching of new goals as has already been suggested. These democratic goals and values must come to be consciously accepted and to form the bases for decisions involving personal and community affairs. Further, there must be full community participation so that an environment is established which is favorable to the growth of democratic behavior and action. Controversial problems which must be at the heart of a good educational program demand community participation for sound and thorough handling. Also, the wide variety of community resources needed requires definite machinery and methods for making contact with community groups.

The strict subject organization which is the main feature of most secondary-school programs is inefficient if not actually a hindrance in attempting to focus on developmental tasks of adolescents and related but broader social problems. It is necessary to have experiences of various types drawing upon materials from several different subject areas. It is important to have the time and freedom to work on individual or community problems without being limited to any subject field or restricted by the feeling that there is other ground which must be covered. It is vitally important that each individual have ample opportunity to work with others and discover ways in which problems can be solved through co-operative effort. The experience of schools has revealed the great value in relatively long, two- to three-hour periods of work. This greatly facilitates the introduction of a variety of activities, encourages the use of many kinds of laboratory situations, and permits individuals or whole classes to leave the school as conditions indicate this to be wise. Separate subjects, of course, have value for special interests and skills and should con-

tinue to find a place in high-school programs on a basis which conforms with sound principles of learning.

B. Pupils should have the advantage of a balanced program of living. If full recognition is to be given to the developmental tasks and the principles of learning outlined earlier, it is important that the school take account of the various influences impinging on the individual and help to achieve a balance of such factors as rest, relaxation, stimulation, and nutrition. This is infinitely more complex than offering a program of studies. It implies that classwork, extraclass activities, and out-of-school pursuits will be properly related in planning school activities. But even more, it calls for modifying the whole tone of a school. This involves a number of factors which stimulate learning and lead to an improved working situation. Briefly these can be indicated as follows:

- a. *The provision of a stimulating environment and effective motivation.* The typical high-school program fails to challenge large numbers of pupils and little is accomplished because there is inadequate motivation. As has been pointed out repeatedly, the learner must be aware that the task in which he is engaged is of value to him. Learning occurs most readily where there are new and stimulating opportunities and a chance to explore and to do things independently. While stimulation and high motivation are important there should be freedom from pressure sufficient to cause nervousness. The teacher too should be free from emotional states as these are so easily transmitted to others. The total environment should be a consistent and steady one. Success should be stressed continuously. Errors will of course need to be pointed out at certain points. Every effort should be made, however, to help the individual build a feeling of security based on absence of fear and competence in working with his peers. This implies an approach of guidance and leadership to the end that the child will voluntarily undertake desirable activities. This is the only way to free the individual and prepare him to work independently and co-operatively with others. This approach is in opposition to the use of external pressure in the normal learning situation. At present, pupils frequently are forced to do things in which they see no meaning or importance. Instead of external pressure the pupil should be given every possible help in identifying and developing goals which will spur him on.
- b. *The affording of experiences adapted to the individual's level of development.* Obviously if experiences are to be properly stimulating and motivating they will be adapted to the level of the learner's maturity. This, however, is a point of frequent difficulty. Unless experiences are suitable, the pupil will become discouraged and progress may not be

made or he may not be stimulated to adequate effort. The notion sometimes held of one standard for all in a class is entirely inadequate.

c. *The emphasis on pupil responsibility.* Mention has already been made of the significance of goal-seeking behavior on the part of learners. The effort must go beyond this, however, if the pupils are to be guided into operating independently in terms of their own goals. At each and every stage of maturity they should be given appropriate responsibility with ever-increasing opportunity to carry projects through independently and on their own. This involves them a stimulating environment, suitable standards, adequate freedom, opportunity to work co-operatively and individually under skillful guidance which will help in building the needed techniques. This implies freedom from rigid disciplinary control and much opportunity to plan what will be done, or how it will be done. Pupils need guidance in evaluating their success in arriving at their goals. Planning is a very important part of the educative process and pupils should have extensive and continuous opportunities to engage in it, if they are to secure control of the methods and be able to plan effectively in varying situations. In so far as programs are in harmony with the goals of learners it is logical that pupils should assume considerable responsibility for working out their own plan of action. Where real pupil purpose exists, self-direction and planning will naturally follow. There can be no wiser preparation for better personal and community living than a high level of personal and community living at each stage of maturity in which the individual pupil has responsibility and the opportunity to plan and evaluate his participation. Pupil planning and responsibility are important learnings in a democracy and they are of great value in any educational program which seeks to provide for individual differences and needs.

C. Pupils should have the opportunity to serve the community and to use it as a laboratory. The educative influence of the community has been detailed earlier and at various points the significance of a close relationship between school and community has to be stressed. Meaning and understanding result from using the community and its resources and from seeing problem situations and conditions as they actually exist. In so far as schools become intimately related to the problems of the community in which they operate and work with other agencies and individuals outside the school, it becomes possible for them to contribute to the improvement of living. Through surveying and studying, through comparing what is with what might be, and through working out planned steps to move from what is desired, schools can render a variety of services and be a constructive force. Proper balance in an educational program will necessitate the inclusion of supervised work experi-

ence, participation in the activities of community agencies, and other opportunities having a direct relation to better personal and community living.

In working for better personal and community living, three basic curriculum provisions have been suggested (a) pupils should be aided in accomplishing their developmental tasks and in relating them to broad social problems, (b) pupils should have the advantage of a balanced program of living, and (c) pupils should have the opportunity to serve the community and to use it as a laboratory. One problem remains, to suggest an organization which will facilitate education for better personal and community living.

#### *Organization and Curriculum*

An organization will not guarantee desired results, but when properly conceived it will greatly facilitate the securing of desired outcomes. In most schools the instructional program is organized on the basis of a series of required and elective subjects. As already implied, this is not a satisfactory basis for contributing most positively to better personal and community living because the conditions are not favorable to the maximum learning of the right kind. Even if the traditional subjects are taught well, the desired outcomes cannot be attained. The ordinary classroom has too many limitations of procedure, method, and plan of organization. There is probably no one organization, but there has been developing over recent years a growing satisfaction with a core-course arrangement. To satisfy the optimum conditions of learning as outlined earlier and provide the desirable curriculum provisions listed in the section above, some major reorganization is needed. It is significant that both the Educational Policies Commission<sup>4</sup> and the National Association of Secondary-School Principals<sup>5</sup> have recommended a core organization.

Briefly, the core course, when functioning properly, has the following characteristics.

A. It is carefully organized around problems of personal and community living. There is no attempt to follow subject lines such as English or social studies. Instead almost every subject known may at some time or another be drawn upon as pupils work on their problems. Proper handling of problems of personal and community living requires a direct focusing on these matters with the utilization of all possible resources. There is no attempt to fuse or relate the materials from two or more fields. The organizing center is the problem under consideration and use is made of whatever materials or experiences may be needed.

B. It is allocated ample time—possibly three hours per day in the junior high school and two hours per day in the senior high school. This longer period facilitates the provision of suitable learning conditions, it offers a more flexible working situation and makes possible the use of a greater variety of learning experiences. For example, the longer period makes it easier to have

<sup>4</sup>See footnotes 2 and 3.

much pupil co-operation in planning, a greater use of group activities and projects, and more work in and service to the community as a part of the instructional program.

C. It is the heart of the guidance program and serves as a co-ordinating center. The core course replaces the home-room or advisory periods and the core-course teacher takes major responsibility for the guidance of his group. Because of the longer period, teachers have increased opportunity to know their pupils. Also the number of different pupil contacts for a teacher is greatly reduced. The core course makes it possible to bring guidance and instruction into their proper relationship. The teacher becomes a counselor and carries responsibility for both individual and group guidance. There is great advantage in having as a counselor a staff member who has frequent and continued contact with an individual and thus can aid him in undertaking needed, desired, and significant learning experiences.

All specialized services are, naturally, closely related to the core program through the help of the core-course teacher who assumes a responsibility for helping to co-ordinate these services and seeing that they are properly utilized by those pupils under his direction. Where there is no such organizing center, there is more likelihood that special services will be disassociated from other phases of the pupils' program. When this occurs, special services lose much of their value and meaning. Many schools now have trained personnel to supplement the work of regular classroom teachers in the areas of health and physical development, reading, speech, and guidance. Their services are provided on the supposition that the usual teacher's training does not enable him to care adequately for certain types of problems arising in these areas. Also, there is a considerable number of pupils who vary so markedly from the norm that they cannot be adequately cared for through normal programs. These specialists may afford advice to core-course teachers and other teachers, may carry some specialized teaching responsibility, may make special aptitude, physical, or other diagnoses, and may provide individual counseling service or corrective or remedial instruction. Core teachers need access to specialists of this type if they are to work adequately with their groups.

Core-course teachers serve to relate the extraclass program to the pupil's total activity. If there is to be proper balance in the daily living of boys and girls, it is important to have occasional inspections or inventories. In this whole process, the extraclass program becomes an important consideration. Student organizations and activities of all types have great potential value if properly planned and utilized. Many of the problems of personal living and adjustment can be resolved through the proper kind of extraclass activity program. The many types of social activities in a school provide excellent growth opportunities not otherwise available to many pupils. Yet, in most schools there is ineffective use of the activity program. Many youth who could profit from it do not have contact with it. Others devote too great a share of their

time, attention, and energy to these activities, with a resulting unbalanced program of living. If faculty members generally have given the activity program the thought and attention which it deserves, core teachers are in a strategic position to help this phase of the program to function effectively.

D. It is planned co-operatively by staff members, parents, and other lay citizens. Although one teacher is responsible for a particular core-course class group, he should have the assistance of subject specialists as well as those responsible for the various special services enumerated above, such as, guidance, health, or remedial programs. In addition, the core teacher will need to call upon various individuals and agencies in the community if their resources are to be utilized and the community is to be served. Parents too should assist. Any program which is really concerned with personal and community living will of necessity relate to home life and living. Pupils, of course, must share in the planning as has been suggested above.

If planning is to be on a proper basis there must be definite time for it. Not only is planning by the whole staff necessary, but also teachers need ample opportunity to plan their own work. Faculty groups have found it advantageous to have certain periods scheduled when groups of teachers can work out their plans together. Some large schools have successfully provided for a grade or half-grade faculty committee, representing all aspects of the school program, meeting regularly, on school time, to plan for the program of their particular group. It is customary to provide that teachers of core courses plan together.

For the planning and participation of large groups in the core courses, it is important to see this as a part of a larger program of school-community participation and sharing. This is necessary because many aspects of the school program, including the core course, should be interwoven with the life of the community if better personal and community living is to result.

E. Its requirements are stated in terms of outcomes desired rather than ground to be covered. While directions are clearly outlined, and many resources and aids may be provided the teacher, there are no set books to be read. This is, of course, implied in the problem organization described earlier. Evaluation is carried on continuously by pupils, teachers, and other participants. Pupils' goals are the most important single basis of evaluation, but the whole program is examined continually in terms of whether or not better personal and community living is resulting.

Obviously, a school program will include much more than the core course. Many special-interest subjects, work experiences, and special undertakings are important in the educational program. All need to be re-examined in terms of the concept of learning and the curriculum provisions outlined above. However, the greatest single need of high-schools programs today, if they are to serve better the individual and community is some unifying and integrating activity through which teachers and pupils can come to know one another and to work co-operatively and freely on a variety of immediate problems.

## The University of Florida Project in Applied Economics

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**T**HE University of Florida Project in Applied Economics of the College of Education is concerned with developing an effective curriculum in housing in selected schools, and in assisting all educational agencies in the state in emphasizing instruction in applied economics in the school program. The original plan of the Project included development of pupil and teacher materials in housing, co-operation with a small number of selected schools in developing housing experiences, supervision of these schools upon request, and measurement of changes in housing conditions in the communities. For several years the staff of the Project confined itself to the preparation of materials, assisted by teachers from the co-operating schools, with the use of the materials, and in the development of activities in housing in the total school programs of the selected schools. This phase of the work resulted in the publication of a large number of pupil materials and in much experience in ways of guiding boys and girls in effective housing experiences.

Early in the work of the Project it was very evident that the successful development of housing instruction depended in large measure upon the leadership of the principal of the school and the supervisor of instruction of the county school unit. The principal, as in all school matters, is the key to the improvement of the school curriculum. He must assume the leadership of the faculty in determining the economic needs of all pupils and in guiding the faculty in studying and meeting these needs. The principal and his faculty must recognize the school as one important social agency in helping to improve living conditions. Time must be provided for the recognition and study of economic problems. Instructional materials and activities must be selected with the help of the supervisor of instruction as a part of the on-going total school program. Plans must be made by the principal to co-operate with other agencies of the community. Together with the faculty, he must establish ways of determining the effectiveness of the school program in the homes and in the lives of all the pupils.

To the extent that principals have accepted this philosophy and program, the co-operating schools of the Project have provided opportunities and activities in housing instruction. Likewise, in those cases where principals have failed to recognize the role of the school in effective instruction in applied economics, the schools have failed to expand their learning experiences beyond the teaching of textbooks furnished by the state.

Because of interest and requests from two educational groups within the state, the Florida Project, within the last two years, has expanded its activities. One request came from a group of schools which was interested in planning

experiences in food, clothing, and housing. The second request came from the teacher-training institutions of the state. As a result, the Florida Committee for the Improvement of the Applied Economics Part of the Teacher Education Program, now in its second year, was organized. All the teacher-training institutions of the state are represented on the Committee, which is attempting to develop more effective teacher-training programs in applied economics.

This phase of the work of the Florida Project has led the staff into developing materials, suggesting activities, and co-operating with all interested educational agencies, not only in selecting schools and in the teacher-training institutions of the state, but also in all sections of the state where the interest and the need arise. This attempt to diffuse effective instruction in applied economics is not limited to housing instruction, as the program is in the original group of schools, but is concerned with the development of school programs designed to improve living conditions.

The diffusion of effective instruction in applied economics as carried on by the Florida Project has four main activities. Each of these activities will be described briefly, and in each instance the contribution of the educational agencies involved will be explained and implications made for the extension of this instruction to boys and girls everywhere.

#### APPLIED ECONOMICS IN THE TOTAL SCHOOL PROGRAM

Because the Florida Project is concerned with developing an effective curriculum to meet school and community needs, it plans co-operatively with principals and teachers how to organize a total school program with emphasis on instruction in applied economics. In one of the Florida schools, materials and educational experiences which are vital in ridding the community of health menaces such as hookworm, typhus, malaria, and tuberculosis are receiving major emphasis. Improvement of immediate living conditions at home and school is being stressed. Topics of concern to boys and girls include the school cafeteria, food problems, characteristics of good housing, maintaining good housing at home and school, surveying community homes, and making needed repairs. The total instructional program is made meaningful because it consists of purposeful activities which are significant in everyday living. Students not only read, write, and solve problems about ridding their community of insect pests, preventing fire hazards, building pet pens, beautifying their yards, planting gardens, raising chickens, screening windows, and constructing sanitary privies, but also actually engage in these activities which are resulting in improved living.

Through the Florida Project, principals and teachers are stimulated to participate in and share responsibility for conceiving, planning, executing, and evaluating educational experiences which help boys and girls have better diets, houses, and clothes. Pre-planning conferences, faculty meetings, study groups, and individual conferences are conducted in many of the Florida schools, be-

cause student needs are realized. In planning a hookworm project, for example, the faculty in one school planned and carried out activities showing the cause and prevention of the disease as follows: Grades I and II—making and illustrating experience charts; Grades III, IV, and V—preparing and illustrating booklets; Grades VI through IX—studying *Pineville High Meets the Challenge*; giving talks at assembly, PTA, and before civic clubs; Grades IX through XII—making posters for display in public places, showing an educational film, arranging a quiz program, and constructing a sanitary privy.

In order that the maximum benefit may be derived from the materials, the Florida Project furnishes guides which give helpful suggestions to teachers. Explanations are made for correlating the materials with the curriculum. *Getting Started in School in Meeting Basic Needs* provides specific aids to teachers in each grade. In a third grade the pupils have organized a Home Improvement Club as a result of reading *The Builders' Club*. They are keeping a diary of the things they do at home and at school to improve living conditions as a part of their work in English. In social studies they are learning to know and improve their community, for they are making a mural of their community as it is and as they would like it to be. From *Our Beautiful Yard* they are learning how to beautify their own yards and the community. In science class the pupils are going on hikes in the woods to find native shrubs which they are transplanting at home and at school. The teacher is finding that the Project materials may be integrated with the total instructional program, enabling her to teach children better, as well as subject matter.

The Florida Project also assists teachers with specific classroom activities which help them to see that everything that affects a student is important to the instructional program: his eating habits, his sleeping habits, his clothing, his house and his neighbor's house, as well as the laws enacted by his state and nation. Frequent requests are made by teachers in the Florida Project schools for suggestions about making a housing survey with guidance as to needed repairs; making the classroom more attractive—deciding on the color scheme, painting the furniture, making draperies, organizing housekeeping committees; making fire-prevention posters to be displayed in school and other public places; conducting a diet survey to find what is eaten and what should be eaten after the hookworm treatment; preparing a nutrition booklet on the seven basic foods; planning and planting a school garden; and constructing a playhouse. In these ways the Florida Project is using its influence to encourage teachers to improve the health, house, and educational opportunities of each student.

Because the Florida Project recognizes the school as an integral part of the community, it is concerned with helping principals and teachers co-operate with social agencies in the community to improve living conditions. In a small rural school where seventy per cent of the pupils are infested with hookworm, the aid of state and county agencies has been solicited. The state home-

improvement specialist visited the school and key homes in the community, together with the county demonstration agent and a staff member of the Florida Project, to survey existing conditions. A meeting of the school faculty, county supervisor, and county home-demonstration agent followed sometime later. As a result, the county supervisor is paving the way for the county commissioners to appropriate money for a county health unit. The county demonstration agent is planning to work closely with the county agent, who hopes to build sanitary privies as a boys' 4-H Club project. The girls' 4-H Club is planning to redecorate their club room at the school as a model to follow in making their own rooms at home more attractive.

To be sure that economic education is functional and that there is a flow of ideas followed by activities between the school and home, the Florida Project attempts to help principals and teachers establish ways of determining the attractiveness of the school program. In many of the schools pupils in the primary grades make experience charts, and those in the intermediate grades keep a diary on ways they help at home and school, ways they care for their clothes, foods they raise, articles they make to improve their homes, and shrubs they plant to beautify their yards. Diet surveys and housing surveys are made in the junior and senior high schools. These surveys are not only an aid in checking outcomes, but also are vital instruments for planning instruction to meet individual needs. At intervals, records of repairs made at home are checked. The cleanliness of classrooms and lavatories at school is scored periodically by pupils chosen from groups who together planned the items to be scored. Class records are kept of the number of pupils who are raising gardens and poultry as a result of class projects. Home progress on activities initiated at school is discussed frequently. Thus it is evident that the ability to face issues and to evaluate them is considered important by teachers in economic education.

How applied economics functions in a fifth grade in one of the Florida schools is shown by the following activities which the pupils are carrying out after studying the Project materials listed after each activity: beautifying the school grounds by cleaning the yard, planting grass and shrubs, and transplanting trees—*Our Beautiful Yard*; eliminating insect pests by studying kinds of insects prevalent in the community and following directions for getting rid of them—*Insects Beware*; making a flower garden by planting flowers and shrubs best suited to the climate and soil, and studying how to get rid of insects—*Garden Enemies*; making utility gifts for the home from available materials (wastebaskets from ice-cream containers), mixing paint, making designs—*School Is the Place to Make Things* and *Using Tools*; preventing fires by surveying school and houses for refuse and eliminating fire hazards—*Fire Hazards*; and redecorating the schoolroom by painting walls, scrubbing woodwork, and putting up pictures—the *Let's Build* series.

Applied economics in the total school program builds dignity and usefulness in pupils, because they acquire desirable attitudes and understandings and also worth-while skills which enable them to adjust to the life situations they find in their particular community. It is the goal of the Florida Project to help principals and teachers gain insight into the problems of youth—their environment, their needs and their abilities—to see that the curriculum fits boys and girls.

#### APPLIED ECONOMICS IN THE TEACHER-TRAINING PROGRAM

Realizing that education should have a definite responsibility for improving living conditions, the Florida Committee for the Improvement of the Applied Economics Part of the Teacher Education Program has urged each college to examine critically its offerings in teacher education. The Committee has encouraged each institution to include in the curriculum for both pre-service and in-service teachers experiences that relate specifically to improving the standards of living in the communities of Florida.

Educational leaders have become cognizant of the need for preparing the pre-service teacher for active participation in a school which will function as a social agency. To provide these essential experiences for the pre-service teacher and to implement the program of applied economics education, the teacher-training institutions have set up demonstration centers in actual school situations where the college classes may observe a functional program geared to the needs of the boys and girls. Here the emphasis has been projected toward activities for improvement of living to supplement dissemination of information. A redirection of the curriculum has been initiated to secure on the part of the students a desire for and methods in making improvements at home. These demonstration centers provide impetus for educating teachers to do the type of teaching required to improve the standard of living in the community. As a result of active participation in this program, teachers will be prepared to select their instructional material and to present it in such a way that the school will more effectively help boys and girls have better diets, better clothes, and better houses.

One of these demonstration centers has developed several units in applied economics, which have been published in a bulletin to be distributed to the teachers of the state. Another demonstration center, by its co-operation with the 4-H Clubs, gives evidence of a school program closely integrated with the economic needs of boys and girls. Students from the nearby college have been able to observe this program as it projects itself into the lives of the boys and girls, at home as well as at school.

Other examples of a more effective program in applied economics in teacher education have been establishment of a workroom for teachers with samples of materials emphasizing applied economics; planning of conferences with principals in the county to include a program in applied economics in

the public schools; and co-operation between college departments by using existing materials in such classes as Consumers' Problems, Principles of Economics, and Introduction to Education.

By participating in these activities, the colleges can more adequately train teachers, both pre-service and in-service, to do the type of teaching which will raise the level of living in their respective communities. This type of training should impress teachers with the necessity for checking accomplishments by what students are doing every day, at home as well as at school.

If it is agreed that boys and girls should study in school ways of meeting their economic needs of food, clothing, and housing, it is incumbent on the teacher-training institutions to train teachers who will include as an integral part of the curriculum experiences in understanding and meeting the basic needs of food, clothing, and housing. The school will then provide a functional program to include repairing and improving home buildings, cleaning and beautifying home buildings and grounds, improving the diet, improving the conditions of clothing, and eliminating health hazards.

Faculties of the teacher-training institutions through co-operation with and co-ordination of activities in a demonstration center, can provide opportunities for their students to observe the program in applied economics. The pre-service teacher will then be able to see the school in its true perspective as a social agency for diffusing information to improve living conditions.

#### THE PREPARATION OF NEEDED MATERIALS IN APPLIED ECONOMICS

Materials currently in use in schools, both urban and rural, are prepared for national distribution to develop general principles and facts in the subject areas of the curriculum. Food, clothing, and housing understandings and skills should be developed partly through materials that are directly related to the lives of the boys and girls studying these problems. Materials thus become a matter of regional concern, and, in some cases, local concern. The Florida Project, charged with the responsibility of instruction in housing, has directed the preparation of materials applicable to personal and regional conditions. Staff members of the Project have been in charge of the preparation of these materials. Teachers from schools working with the Project have prepared some materials; staff members have written others. As the work of the Project has expanded, selected teachers, familiar with the needs of boys and girls and eager to meet these needs, have prepared manuscripts which have been improved by trained specialists in other state agencies.

An excellent example of this method of preparing pupil booklets to meet pressing local problems is the story of the development of *Pineville High Meets the Challenge*. The booklet is an attempt to provide information concerning the hookworm disease and ways in preventing infestation of hookworms. The prevalence of hookworm is a warm-climate problem and thus receives scant treatment in nationally distributed textbooks. The material must

be prepared locally. An elementary teacher wrote the first draft of this booklet, combining pertinent facts with an interesting story of a school that had the problem (and some schools do have seventy-five per cent and more pupils infested with hookworms) and went about finding a solution. This first draft was sent to twelve specialists in education, health education and health, for criticism and improvement. The Florida State Board of Health and the Florida Tuberculosis and Health Association criticized the manuscript for the health information provided. Staff members of Florida State College for Women, the University of Tampa, and the University of Florida, read it from an educational point of view. After the manuscript was approved by the twelve specialists, it was printed jointly by the Project in Applied Economics, the State Board of Health, and the Tuberculosis and Health Association. This co-operation has resulted in the preparation of a much-needed pupil booklet, which now is being distributed to those schools of the state where an earnest effort will be made to eradicate hookworm disease.

The Florida Project has demonstrated that the combined efforts of state agencies in attacking local problems can result in the preparation of needed materials and in the selection of co-ordinated activities to attempt to solve these problems. Such procedures are necessary, if the living conditions of boys and girls are to be improved through the educational process.

CO-OPERATION WITH STATE AND COUNTY AGENCIES IN PROGRAMS  
OF APPLIED ECONOMICS

Because an effective program of improving living through the school program requires community co-operation and co-ordination, the Florida Project has worked with all of the largest social and educational agencies in the state. Co-operation with all of the teacher-training institutions, both white and colored, has resulted in the development of a program, explained above, of considering ways of including more adequate economic experiences in the school program. The State Department of Education has assisted in this teacher-education program. Through a mandatory supervisory program in Florida's sixty-seven counties, the State Department has encouraged supervisors of instruction to stress the need for effective economic education in working with individual teachers and faculty groups. The Florida Tuberculosis and Health Association, through the work of its executive secretary and two field secretaries, has encouraged schools in different parts of the state to use selected materials on food, clothing, and housing. These materials have been secured by the schools through local Tuberculosis and Health Associations. Staff members of the Project have assisted these schools in introducing the materials into the regular classroom program. Similar co-operation has been extended the Florida Project by the State Board of Health, and the project has assisted the State Board in the schools where health programs

have been initiated. The Agricultural Extension Service, recognizing the need for improvement in housing, particularly rural housing, has recently begun, with other educational agencies, to consider ways of jointly attacking this problem. The Florida Project is included in this group and co-operates in this current program for the improvement of Florida rural housing.

Such examples of co-operation at the state level are typical of activities needed to assist all boys and girls to have better diets, improved houses, and more adequate clothing. The University of Florida Project in Applied Economics has always sought to co-operate with all state agencies responsible for the improvement of living conditions.

Through all the activities of the University of Florida Project in Applied Economics certain basic principles stand out as necessary foundation on which an effective program can be developed. First and foremost is the principle that schools are the most effective agency of society to furnish, through the educational process, information and skills that will improve living conditions. Because of their effectiveness in this diffusion of learning, schools have the responsibility and opportunity for economic education of all boys and girls. Teachers and administrators, then, must be equally concerned with developing skills in the three R's and with meeting the three N's of all boys and girls—the need for food, the need for clothing, and the need for housing.

Faculty groups which believe in meeting these economic needs through the school program must have help. There is a great need for understanding and effective leadership by principals and other administrators. School boards must understand and assist in the development of an effective program. Materials must be developed; activities must be determined and carried on; community agencies must be encouraged to participate through a co-ordinated program. Finally, the teacher-training program must be geared to assist. Both the in-service and the pre-service programs of teacher-training institutions must be concerned with providing experiences that will develop socially sensitive school-community leaders equipped with the attitudes, understandings, and skills needed to guide boys and girls in the improvement of their economic conditions. The University of Florida Project in Applied Economics recognizes the scope of the required program and has taken steps in all the indicated phases for an effective school-community attack on economic conditions. There is, however, tremendous need for more extensive efforts throughout the nation. School principals in every state have the responsibility for leading in the solution of these economic problems.

## The Sloan Experiment in Kentucky

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THE primary phase of the Sloan Experiment in Kentucky, which began in 1939, is an attempt to improve the dietary conditions in certain communities through introduction of special instructional materials into local schools. Four experimental schools were selected in isolated rural communities where there would be relatively small possibility of educational influence other than that of the schools. Four similar schools in similar communities were selected as controls; these were to continue their regular programs without benefit of the new materials. Comparisons of the experimental and control pupils and communities were to be made from time to time, to show the progress of the experiment.

As the primary experiment progressed, inquiries about the materials and requests to observe the experimental schools showed that other schools were interested in starting similar programs. Specific recommendations for expansion of the experiment were made at a state conference in 1944. The members of the conference were representatives of teacher-education institutions and co-operating school systems which were working on a program of community improvement through education. It was recommended by these representatives that additional schools of various types, including high schools, be included in the experiment; that housing and clothing be emphasized as well as diet, to give children an opportunity to learn about three closely related basic economic problems; and that new materials on all three topics be prepared at high-school level, to provide a total school program in applied economics.

Since the Bureau of School Service was already in charge of the Sloan Experiment in Kentucky, it assumed responsibility for the new phase of the experiment. Selection of schools was the first step in the "three-way" program. It was desirable that the schools should be near the University in order that they might be accessible to visitors and might be used as demonstration schools by the College of Education faculty. Since the faculty members were co-operating in the in-service education work of the local county teachers' association, they knew the interests and needs of the various school staffs. The Bureau of School Service had also made surveys and studies to guide the county system and the city system in planning. With these contacts as a basis, the Bureau staff selected four interested schools to co-operate in the three-way program—two twelve-grade consolidated schools in farming areas, a six-grade city school in a low-income district, and a one-room rural school. The officials and teachers of these schools were eager to relate the curriculums of life necessities, feeling that through such an approach they could help their commu-

nities to improve living conditions and at the same time help their schools to improve learning conditions.

The instructional materials on housing prepared for the Sloan Experiment at the University of Florida and those on clothing prepared at the University of Vermont were available for use, as well as the diet materials of the Kentucky experiment. Plans were made for the production of books at high-school level. The University of Florida agreed to work on science and mathematics materials, emphasizing the problems of food, housing, and clothing. The University of Vermont undertook to prepare materials for vocational education, and the University of Kentucky, materials for social studies and English.

#### SUPERVISORY PROCEDURES

A special member was appointed to the Bureau staff to serve as supervisor of the three-way program. One of her first duties was to introduce the Sloan materials into the schools. Requests from teachers and pupils for related materials soon resulted in a Materials Bureau, supplying free and inexpensive commercial materials, pamphlets and bulletins issued by governmental agencies, bibliographies, films, used magazines, lumber for small construction jobs, bulbs, seeds, and shrubs for planting projects, and chickens, rabbits, and rats for experimental purposes.

Conferences with school faculties, with administrators, and with classroom and special teachers form a major part of the supervisor's work. In these conferences, programs and activities are planned, uses of materials are discussed, and progress is evaluated. The supervisor receives many requests for help of this kind. She also arranges for and participates in conferences with representatives of agencies outside the school. Some of the people who have given help to the three-way schools are the Home Demonstration Agent, the County Farm Agent, faculty members of the Vocational Education Department of the University, a supervisor of Home Economics, a landscape architect from the College of Agriculture, a lighting adviser from a utilities company, and an architect.

The supervisor also conducts demonstrations of such work as determining specific needs, planning to meet these needs, and using the Sloan and related materials. She makes arrangements for the teachers of the schools to visit the other schools, for parents to observe the work of the children, and for groups of the children to visit and inspect such places as a local dairy and the University Experiment Station.

Attendance at educational conferences and explanations of the program at PTA meetings and to teachers' organizations are part of the work of the supervisor. She is also invited to special programs and social functions at the three-way schools, and makes arrangements for occasional dinner or luncheon meetings of all the teachers and the Bureau staff.

Visitors to the University who wish to observe the three-way schools may have the program explained by the supervisor. Her report of a visit on which

she accompanied the presidents and other representatives of two teachers' colleges is given, in part, below:

The junior high-school pupils were working on a unit for improving the interior of the home. They were making dressing tables, stools, and bookcases from boxes and scrap lumber. Several of these pupils had brought furniture from home to be repaired. About half a dozen of the girls and boys were in the workshop, using saws, hammers, scrapers, and sandpaper in the repair of furniture. The pupils were using materials produced by the University of Florida to learn how to saw angles, drive nails, and make joints. The seventh-grade room showed that the pupils were studying chickens extensively.

Some of the high-school pupils were making dresses. Some were working on furniture and other things for use in the home. An activity directly related to home improvement was in progress in the tenth-grade mathematics class. This group, after discussing the need for home improvements in the community, had estimated the costs of materials for the needed improvements. They had drawn plans to scale and were now carrying out the plans. Among the improvements being made were a concrete porch at one home, a stone wall at another, upholstering a couch, papering a room, and refinishing a living-room floor. Plans were also being made for roofing and for painting homes in the community. The high-school English department was preparing a bulletin to be sent to the parents, describing the work being done in the school.

We visited the two-room clubhouse on the school grounds. This is a neat and attractive frame structure, which serves as a center for many social activities of the school and of the community. The living room is equipped with a carpet, comfortable chairs, a sofa, a radio, and bookcases containing books and trophies won by the school. The other room contains an electric stove, tables, chairs, a sink with running water, a refrigerator, cabinets, and chinaware and cooking utensils. The high-school boys had built and equipped this clubhouse. We were told that they had done all of the work except building the large stone chimney.

We also visited the cannery, which is located on the school grounds. Although the cannery was not then in operation, it is used extensively in summer months by the school and the people of the community.

#### THE SLOAN WORKSHOP

A workshop lasting two and one-half weeks was held for the teachers of the three-way schools in the summer of 1945. Several teachers remained for an additional three weeks to work individually on problems the group had discussed. The supervisor assisted in the workshop and guided the subsequent individual work. The staff of the Bureau of School Service and several special staff members were made available to the teachers, and as the workshop progressed, other University faculty members and experts in various fields were called in for consultation. The materials in the Bureau and the University and training-school libraries were reference sources.

The purposes of the workshop, as discussed and set forth on the first day, were:

1. To develop general objectives and plans for each of the schools represented
2. To develop general objectives and plans for each teacher
3. To give each teacher an understanding of the Sloan Experiment
4. To determine how food, shelter, and clothing could be emphasized in the total program of each school
5. To determine how food, shelter, and clothing could be emphasized in the work of each individual teacher.

As planning was to be a major activity of the workshop, one of the early meetings was a general discussion of "How To Plan." At another meeting the Sloan Experiment was described and the materials were presented.

One valuable procedure for the workshop was an exchange of the teachers' experiences of the previous year. Each school reported on its total program, and the individual teachers described their own work. One eighth-grade teacher, for example, told how his pupils had studied chickens from the standpoint of raising them to sell. The pupils had used the Sloan series, "You Can Raise Chickens, Too," had read articles in poultry magazines and other farming publications, and had written for other supplementary materials. They had taken the information home to their parents in pamphlets made at school. The production of eggs had been given special consideration. On one occasion the grade had invited the third grade, which was studying the intermediate series on chickens, to go on a field trip. The two grades had visited a chicken farm in the community and had interviewed the operators of the farm. Throughout the year, the pupils' interest in chickens had provided background material for work in all the subjects. The teacher reported that many of the boys and girls planned to increase the size of their flocks.

At one workshop meeting, free and inexpensive instructional materials were discussed and displayed. The supervisor helped the teachers to familiarize themselves with the Bureau of School Service files of helpful charts, pamphlets, pictures, and other aids, and also described films which could be secured from the University Extension Department. Another staff member led a discussion on evaluation of materials put out by advertising agencies and commercial organizations.

A general meeting was devoted to the relationship between school and community, and another to the formulation of a school philosophy based upon the needs and resources of the community. A teacher of one of the one-room schools of the primary experiment described her school's philosophy and the program of the school since the beginning of the experiment. At many of the general meetings the Sloan songbook, *We Will Sing One Song*, was used for group singing. At other meetings films were shown.

These general meetings, and other activities of the group as a whole, were only a part of the workshop program. Each teacher was allowed time for

reading and for individual conferences with staff members or other teachers. The teachers of each school conferred to make school plans, and groups from the various schools met to discuss special interests. One group, for example, wanted help on the problem of reading difficulties, and another wanted a demonstration of poster making.

Near the close of the workshop, schools and individual teachers reported on their plans for the following year. One high-school principal stated his objectives as follows:

1. To provide a schedule that will allow a flexible program
2. To bring pupils, teachers, and parents into the school planning—to develop a democratic school
3. To secure help from pupils and parents in improving the grounds and the general appearance of the school; to develop in the community a pride in the school and a respect for school and public property in general
4. To invite pupils, teachers, and parents to make suggestions for the improvement of the school
5. To find ways of getting the parents to visit the school
6. To promote better urban-rural relationships by encouraging intervisitation of pupils
7. To work with the county school administration for the good of the school and for the good of the county in general
8. To develop the social graces in the student body
9. To give more recognition to the outstanding work done by pupils, teachers, and parents, in food, clothing, and shelter and in community betterment.
10. To develop a feeling of unity between the school and its two feeder schools
11. To continue planning as a principle and with the faculty
12. To initiate a long-time recreational program for children and adults, with special provision for the teen-age group.

A teacher of the same school reported a detailed plan for her ninth-grade mathematics class. She would continue to use the subject matter of the state-adopted text, but would relate each skill to the pupils' environment. She planned to make use of as many outside agencies as possible. One activity might be a fruit store, from which any profits could pay for fencing a piece of land to be used as a school garden.

An excerpt from the plan developed by the total faculty of one school is given below, to illustrate the type of planning which the workshop produced.

III. Study the child, school, and community for the purpose of determining the nutritional needs and developing ways of meeting them.

- A. Food production
  1. Encourage the ownership of dairy cows
  2. Encourage the planting of an adequate number of fruit trees and berries
  3. Encourage the planting and cultivation of an adequate garden
  4. Encourage the production of an adequate meat supply with special emphasis on home consumption of beef and poultry.

**B. Food selection**

1. Continue to help children make the best possible selection of food in the lunchroom as well as in the lunches brought from home
2. Make the child conscious of his daily food needs, and help him to spend his food money to the best advantage
3. Take the nutrition program to the parents

**C. Food preservation**

Acquaint the parents and children with the amount and variety of foods that should be preserved to meet the family's needs, as well as the best methods of preservation.

**D. Eating habits**

Insure a happy social hour, giving attention to conversation, etiquette, and cleaning up.

One of the most interesting reports came from a teacher who had lived and taught in the same community for many years. In part, she said:

I have undergone a complete change in my thinking concerning the Sloan Experiment. Last year I felt that it was something to be added to my already crowded courses in English and that it would rob my work of some of its essential parts. Now after having been in this workshop and understanding the complete Sloan program, I feel that if I use the Sloan material correctly it will add to the interest and accomplishment of my pupils in English work rather than eliminating anything from it.

**THE SECOND YEAR OF THE THREE-WAY SCHOOLS**

During the second year, the supervisor of the Sloan Experiment and the other staff members of the Bureau of School Service have watched with great interest the carrying out of the plans made in the workshop. One civics class conducted a survey of the community under the following heads:

Householder	Lighting facilities
Number of persons	Toilet facilities
Employment	Water inside or outside
Number of rooms	Bathroom

The class learned that the most needed improvements for the community, in the opinions of the householders, were sewage disposal, recreational facilities for the children and young people, and gas. The school's FFA organization was already working on the problem of securing gas for the community.

The survey brought out the need for study of community improvement. *Improving Our Community's Homes* was read and discussed in the light of needs revealed by the survey. The class wrote papers on "Community Improvement," prepared a report to the parents on the findings of the survey, made a bibliography of available pamphlets on home and community improvement, and collected a library of helpful literature for use by the community. The group discussed many ways of presenting their information to the parents, and climaxed their "promotion" program with an interesting original pageant on housing.

Visual aids materials from the University of Kentucky were shown to the pupils and the PTA members. Houses and public buildings in Kentucky were the subject of one series of slides; these were discussed from the point of view of architecture, improvements needed, landscaping, and tools used in construction and repair. This type of work led to plans for actual home improvements. The survey was analyzed to show specific needs, and specialists were then called in to give advice.

A mathematics class worked out specific directions for constructing sanitary privies and garbage containers. One home-economics class studied a unit on the play life of children in connection with the recreational needs revealed by the survey, and another class worked on refinishing furniture. The eighth grade took over an abandoned granary for a workroom, making their own benches and other equipment. They bought tools from the proceeds of a benefit basketball game. The farmers and workmen of the community made frequent use of the vocational agriculture shop to repair machinery and tools.

The agriculture and home-economics pupils co-operated on a gardening project which would include preserving and storing the harvest. A science group was particularly interested in experimental gardening—testing hybrid corn, for example, and comparing methods of insect control.

A health class for the older pupils of this school stressed dietary problems in connection with personal hygiene and growth of personality. The health class also took responsibility for sanitary conditions in the school building. A biology class studied the sewage disposal problem and communicable diseases. In many other ways the basic needs—food, shelter, and clothing—were brought into the curriculum of this high school.

At the other high school, the pupils co-operated with elementary children in starting a garden, in selecting suitable lunches, in visiting a dairy, and in tearing down an unsightly stable which was made into a workroom for the elementary children. A science class studied soils, hybrids, methods of planting, and grafting. One English class planned ideal homes, another studied family relations, and a third emphasized housing through study of Kentucky homes and the homes of the community. Sanitation was a unit of study for an eighth-grade group.

The seventh grade studied trees. Some of their activities were drawing plans of their houses and yards, taking field trips to the woods and the river, planting at least one tree at each home, and planting trees at school. This group also planned a rummage sale; they collected the material for their sale, mended and cleaned garments, polished shoes, and renovated hats. Later they gave the clothing to a relief drive. The work on this activity led to a study of values in clothing.

A mathematics class started a fruit shop, sold shares of stock, and worked out each day's profit or loss. Profits were spent for a first-aid kit for the same

pupils' biology class. The high school as a whole ate more fruit, and the class gained valuable experiences in arithmetic and in budgeting, buying, and selling. A biology class studied balanced diets and digestion. A class in consumer education took keen interest in prices, values, and qualities of clothing and food.

A civics class undertook to study the relationship between tenant and landlord and the responsibilities of each. They discovered that more than eighty per cent of the people in the community were tenants. In discussing the problem, "How Can the Tenant Improve His Housing?" they called in an architect, an electrician, and a landscape architect.

The Sloan Experiment is influencing communities in which the pupils are studying food, shelter, and clothing. A staff member of the Bureau of School Service was asked by some pupils in one school to visit their home. They wanted him to take pictures before and after the family remodeled the kitchen. At the home, the father and mother were as enthusiastic as the children about the plans. They had read all the books and pamphlets on housing which the school had. The family intended to do as much of the work as possible themselves, and they were eager to start.

"We are certainly glad," the parents told the photographer, "that the Sloan work is being carried on in our school."

### World Congress on Air-age Education

**A** WORLD Congress on Air-age Education will be held August 21-28, 1946, at the International House, in New York City, for the purpose of considering how aviation may contribute to a peaceful and united world. This Congress is an outgrowth of a meeting of representatives of major educational institutions in this country and abroad who recently met in New York City to consider the problems of aviation education in peacetime. It is being sponsored by Air-Age Education Research of New York City in co-operation with a large number of colleges and universities.

The primary function of the Congress is to develop from the study of aviation progress and its social, economic, and political concomitants, the implications for education in elementary and secondary schools, colleges, and universities, and adult education agencies. In order to do this the Congress will:

1. Create a basis for curriculum revision in terms of needs of the air age.
2. Offer suggestions for the development of college and university courses in the field of air transportation, aviation, and teacher training.
3. Assist in the development of the most effective content for mass media.
4. Develop the means by which students and teachers can gain experience relating to these problems.

The work of the congress will be divided into three principal areas:

1. The first area will include developments in aviation.
2. The second area will cover the implications in the progress of aviation.
3. The third general area will cover the implications of both of the above areas for elementary, secondary, higher, and adult education, and the development of a continuing program of air-age education and serve as a clearing house and administrative unit.

## The School Superintendent and the Core Type of Program

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### HISTORICAL BACKGROUND

Educational practices as developed in America came originally from the patterns of the medieval university and educational programs devised to train for citizenship in an autocracy. Evolution in our case, has been largely a matter of tinkering with this old subject-centered approach to education, and as a consequence many standard high schools of today have not reorganized and reoriented themselves to the needs of our present day democracy in any manner approaching the complete way in which democracy represents a fundamental change from autocracy and its concept of society and individuals.

But for the last two decades many lay and educational leaders have been pressing for a more functional approach to education. They are dissatisfied with trying to teach honesty, dependability, co-operativeness, tolerance, and the like through chronological history or English literature that pretty much duplicates what the teacher had in college. They insist that we begin to define our democratic needs and then teach directly to them. They insist that we apply science to education—that we produce young citizens that understand what life is about; that have developed attitudes and morals and standards of conduct that can withstand and help control our fast-moving society.

Early in our national history the advocates of democracy cautioned us with regard to the need for "enlightenment" if we were to develop a people whose majority opinion would be consistently for the common good. Jefferson said, "Above all things I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due sense of liberty." Madison was also positive as to our need for an enlightened citizenship. "A popular government without popular information is but a prologue to a farce or a tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

Perhaps Thomas Paine may help us to understand what was then meant by "enlightenment." "As to learning that any person gains from school education," he writes, "it serves only, like a small capital, to put him in the way of beginning learning for himself afterwards. Every person of learning is finally his own teacher. . . ."

Evidently our forefathers envisioned a public education program that would awaken men's minds and stimulate them to read, think, and express. Certainly they were not proposing a system that would put a premium on rote practices and the memorization of factual answers. Paine cautioned on this issue when he noted that "principles, being of a distinct quality to circumstances

cannot be impressed upon the memory; their place of mental residence is the understanding, and they are never so lasting as when they begin by conception." When you understand and begin to use a principle, it has then become yours in reality.

Of foreign language, in the sense that our educators have often advocated the taking of Latin as a basis for English, Paine remarks, "The Greeks were a learned people but . . . it does not appear that they . . . studied any language but their own, and this was one of the causes of their becoming learned." Their schools "were of science and philosophy, and not languages; it is in the knowledge of the things that science and philosophy teach, that learning consists." Thomas Paine was a functionalist.

It is evident then, that the founders of this democracy expected us to educate specifically for democratic citizenship and they intended that men should be developed to think creatively out of their acquired understandings. But there is a kind of a Fascist opinion extant today that it is all right for adults to think but it is dangerous for young people to do it. This idea that youth cannot be trusted, under good guidance, to think their way through problems or that they shall be allowed to think only after someone has pretty well smothered their natural tendencies to think by making education routine, distasteful, uninteresting, and unreal, is in essence a denial of democracy. Too often a formalized education loses the confidence and faith of young people to the extent that they take their thinking elsewhere—many times where good guidance and advice are not available. Every public school superintendent should feel this responsibility as placed upon him by our forefathers. The charge that we undertake to create dependable citizens who are able to think and evaluate with fair ability is ours. And in the writer's opinion, based on experience, the average citizen concurs. Thus history and patriotism arms the superintendent at the very onset and some of the best leadership in business calls for a reorientation of public education.

With full cognizance of the nature of humans it is the business of the superintendent to secure understandings and appreciations on the part of the public, the school board, the staff, the teachers, and the pupils.

The public should be a matter of first concern. Many admirable contacts are open to the superintendent. The PTA expects leadership from him, and he should be big enough to give it. Such organizations as business men's clubs, women's clubs, university women, improvement clubs, voters' leagues, and taxpayers associations should be directly contacted.

It is not reasonable to expect too much in the way of immediate results. Psychology tells us that people need time to adjust their opinions and ideals. They are seldom won by arguments. They may be helped along by visitation and illustration. A good motion picture often helps. An idea has to become at least partially yours before you can defend it, let alone advocate it. Making changes so that research controls are set up to assure that progress will be

measured and comparison with control groups made, also helps. Getting rid of educational jargon and speaking in plain understandable English is a necessity. Laymen intuitively resent the man who tries to make himself appear professional or important by using language they do not understand or want to be bothered with. I have heard a lay audience "razz" a speaker for using such simple terms as orientation or maturation.

We should remember also that most laymen think in terms of their own educational experiences. They are liable to question changes and they are often inclined to fear anything labeled "experimentation." On the other hand they will often "run down" public education and its products, sometimes in a most unreasonable and unfair way. But my experience is that these irritations disappear when their insights are increased. Many men feel honored to serve on advisory committees, and they make honest and conscientious attempts to understand school problems and to appreciate proposals for change. Businessmen, like pupils, learn easiest when they become participants rather than mere listeners.

It is possible to discuss educational changes in terms that the businessman understands. Men like Harold Stassen, Eric Johnston, Basil O'Connor, and David Selznick have spoken for a more functional, a more human approach to education. Many businessmen have come to believe that the human relations side of their businesses is an important key to success. Business leaders often serve on trade advisory committees, and thus come firsthand to an appreciation of "doing" and developing "attitudes" and habits of appraisal and persistence. Many businessmen will inform you that honesty, morality, and dependability are prior requests to perfect English or assured machine skills, and as a consequence they are set to support a more functional approach to education, once they understand it. Businessmen are afraid of radicalism. Often they have had direct experience with employees who have been so poorly prepared for citizenship that they come into some minor position of leadership scarred and unsocial from past environmental experiences, or unable to move with confidence in the social world they now move in. These men have not been skillfully prepared for their work in society. They are not moving smoothly from one stratum of society into another. Poor educational preparation may lead men unwisely to place too much emphasis on an increase in money income, and not enough emphasis on how to spend the money now at hand—that is—how to budget and save. During the war, workingmen have lost millions of dollars through rank carelessness or complete inability to spend their high wages wisely.

Conferences with citizen groups in which the values needed for citizenship and business are discussed and differences cleared up, are invaluable. Study groups formed to study anything from primary education to college preparatory work or trade and industrial instruction are often successful. Vo-

cational surveys, surveys of recreational needs, or of delinquency may also prove helpful.

A mother can understand why teaching child psychology, and then applying it by observation and practice in a real day nursery as a laboratory, is a better practice than taking it out of a book as most schools do. Any businessman will admit that you can't teach swimming out of a book. You need some water to practice in. They can also understand why a pupil learning to make change in a quiet classroom situation may need to practice making change under the distracting conditions so often prevalent in stores, before we should expect perfection. Most laymen can understand why student experiences need to be real and not bookish.

Many "pressure group" from the business world are functionalists. They ask what we teach about insurance, how we set standards for traffic safety, or teach the principles and practices of industrial safety. The forester will want to know what we are doing about conservation, and the public health experts, about public health principles. These experts appreciate it when pupils and teachers visit, inspect, and ask questions where conservation is actually going on.

The "core" form of scheduling is the answer to many of these requests from the business world. You can't logically place traffic safety in traditional English or chronological history. Formal textbook instruction doesn't produce the activities and applications necessary to the creation of a desirable learning environment. So you adopt the "core" plan.

So far we have described some of the usual means and contact opportunities by which the superintendent can sell a functional program of education to his public. Honesty with the citizenry of his district dictates that this shall be one of his first steps. Done simply, openly, and honestly, it has a very good chance of public acceptance.

#### GENERAL LEADERSHIP

School systems won't make progress by themselves. They need leadership at the top. They need a superintendent who understands psychology and its mental health implications. It is likewise necessary that he recognize the implications of mental and talent differences, and be prepared to back a balanced program of education—one that uses community resources, provides for visits and tours, and sets up activities and projects which pupils help plan, and in which opportunities for character building and firsthand thinking in connection with real and important problems are present.

It seems to the writer that in addition to this general responsibility for educational leadership in the community and the system, the superintendent has to recognize the need to promote and consummate certain major policies that are necessary if a modern system of education is to function.

**ACTION BY THE SCHOOL BOARD**

He must sell his program to his school board and they, in turn, should provide for an adequate professional library, an adequate staff, a program of in-service training for teachers and custodians, a program of summer workshops, arrangements for visitation, exchange, and sabbatical leave for teachers, and the selection, retention, and payment of teachers based on professional qualifications. When this much of a basic preparation is made, a school has the potentialities for progress at hand.

**SPECIFIC PERSONAL LEADERSHIP**

The superintendent himself must now take certain steps. He must organize his staff on a democratic basis. In some systems all new policies or major policy changes are cleared through a superintendent's advisory council. Usually each segment of education is represented by elected members and these, together with the staff, constitute the council. In addition, the superintendent should consult monthly or semi-monthly with his staff, and these meetings should be so conducted that all members of the staff appreciate and understand the program as a whole.

Where a core-type program is being introduced it is necessary that the superintendent himself make the nature of the proposed changes known at an early date, and that he set at rest the fears so common among teachers when changes are proposed. Teachers of special subjects like language, biology, or mathematics nearly always get the idea that somehow their security is being threatened. Many teachers of English and history view with alarm any change from a situation where they feel they have all the answers. They are afraid to attempt to learn with pupils. The superintendent needs to make it a matter of policy that only those who volunteer are asked to try "core" work. But he should point out how stimulating core teaching is to teachers, and how much more intimately it brings teachers into guidance procedures. He should point out how the program does administer to the needs of individuals, how greater average pupil achievement and the thrill that goes with it is possible, and how teachers are constantly kept close to, and aware of, the psychological bases of learning.

Another requisite of the core program is the adoption of a new attitude toward libraries. Our standard school libraries are full of books that frustrate even a young scholar. They are notoriously lacking in firsthand source material. You can read a lot about Pestalozzi, but you can't find translations of exactly what he said and stood for. You can read all about the constitution, but Madison's actual account isn't present, and what Adams or Jefferson or James Wilson said in the original just isn't available. Do we have to pre-digest everything for all of our pupils? The selections in biography and travel are improving, but they still need attention. In Elbert Hubbard's *Little Journeys* the lives of some of the world's greatest scientists and humanists are sum-

marized in succinct and pungent language. His life of Carolus Linnaeus is a master example of readable essay and an insight into the psychology of learning. Yet I have never found copies of these *Little Journeys* in a school library.

On the other hand, most of our school libraries have neglected the slow-moving pupil and his recreational reading needs. We need low-vocabulary material that are not marked as seventh- or eighth-grade level.

Too few of our libraries bind their magazines, although most of them take a goodly number, and subscribe for the readers guide. School superintendents need to make the *building of adequate libraries, and their functional use* a matter of first import.

No school system can use a "core" type program without first adopting an "Aim of education" and deciding upon its scope. The sequence will develop as actual teaching units are adopted and tested. If the times of the scope are well selected, it is the writer's experience that there will be an actual improvement in pertinent historical knowledge. In units dealing with how we govern we will evaluate how history accounts for the failure of countries to maintain themselves. In a study of war and peace, the effect of wars on man's attempt to improve his living conditions must be considered. We are bound to study the history of conservation, the history of crime and its treatment, the history of the family as a socio-political unit, the history of human freedom, and other histories. In the end, the lessons of history are made much more real to pupils than happens when the approach is chronological. He may experience "the moving sweep of history" that way, but he too frequently loses track of what it is really all about.

One of the fundamental aspects of guidance is the need to know intimately the person to be guided and to see him living under the demands of a normal environment. Can he take defeat? Can he resist bragging? Is he capable of self-criticism? Is he tolerant of others? Can he work with groups? These and other additional questions get at what constitute character and strength of behavior.

With a "core" period of three hours for grades seven and eight and two hours for grades nine, ten, and eleven, the "core" teacher becomes the basic guidance cog in the counseling system. She is aided and guided by advice and counsel from the head guidance officer of the school and his superiors in the system. She is served by a testing program. She and other core teachers, with these persons, write the teaching units. This group has the power constantly to devise, test, revise, add to, or subtract from. This keeps teachers alert, interested, critical, and responsive to the needs of pupils.

The superintendent must understand and believe in this basic function of guidance without equivocation. He must fully appreciate the functional relations involved in such a plan of organization. He must understand why a mere fusion of subject matter, or the establishment of a short core course as a

catchall, or a core setup without the guidance function are not enough. He must be convinced that teaching through units of instruction rather than texts is imperative. The major strength of the core course rests in its ability to cut formalism and tradition and aim with directness and power for democratic results. To organize a core course and retain the textbook procedure would simply amount to the adoption of a name and a longer period without the pupil planning, pupil activities, pupil responsibilities, and other features that free the core from traditional practices and inhibitions, and give the educative process interest and vitality.

Many conservative educators like to claim the core-course setup as described above, to be a radical departure in public education. Actually, it is not. Most elementary schools actually run what would be comparable to a "core" program. But in high school, the guidance element, because of the changed age of the pupils, becomes more important. In actuality, the "core" program is a practical and scientific solution to the public school's mass education program.

Every good administrator will organize to offer a maximum of subject offerings at some reasonable cost. Because a core program is keyed to pupil needs and is organized to provide guidance of a high order, it cannot function unless the administration has done its part. Numbers of pupils control the amount of offerings. In some rural districts, therefore, a change from an 8-4 type of basic organization to a 6-6 type may be imperative. In cities, a change from 8-4-2 to 6-4-4 may be the answer.

The "core" type of program will function much better if the superintendent and the board can make available buildings especially designed for core work. But, given the progress listed above, a "core" type of program can give a very good account of itself in existing buildings if a genuine school library is available to serve it.

In summary it may be repeated that the adoption of a core type of program necessitates that the superintendent take advantage of his community contacts to the end that he may utilize all of the elements of readiness for change prevalent in his area and, thereby, sell his new program in plain, understandable English. The school board needs to adopt a series of policies designed to encourage the professional growth of teachers. The superintendent needs to assume unqualified general leadership and to specifically identify himself with the wholesome adjustment of teachers to the change. He should assume personal leadership in the adoption of a statement of aims of the scope of the core offering and he should take particular care to see that his libraries are adequate and his schools so organized that they can get the full benefit of these organized sources of knowledge.

## The Teachers Learn Through Interschool Visitation

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*Parker School District, Greenville, South Carolina*

**S**EVERAL years ago a six-teacher school in the Parker School District was designated as an "observation school." A number of the most enthusiastic and capable teachers of the district were placed there, teachers who were anxious to experiment and willing to have others observe and evaluate their teaching procedures. From time to time teachers of the district were given the opportunity to visit this school. At such times they held conferences with the teachers of the observation school about various aspects of the program. Teachers were given time to observe not only individually on regular school days, but also on Saturday mornings in groups representing a particular grade. The Saturday programs were carried on as far as possible like those of any regular school day. The teachers put forth every effort to see that the work was normal. When a Saturday observation was held, the teachers of the observation school were given the following Monday as their holiday. This enabled them to observe the work in other schools of the district on Monday, a plan from which much help and inspiration were received.

For several years this plan for observation was followed. It seemed quite effective at first in meeting immediate needs in the district. But as time passed and teachers gained in vision and knowledge of newer procedures in education, they began to demand more help. The original observation school, with its six teachers, became too small to meet the demands made upon it by the corps of two-hundred teachers.

### **EXPANSION OF THE OBSERVATION PROGRAM**

In the fall of 1938, therefore, the Monaghan School was opened as the observation school for the district. This school of seven grades had an enrollment of 480 children and a staff of fourteen teachers. With two teachers for each grade, it became possible to take care of many more observers. A teacher from the former observation school was made director and was freed from all teaching responsibility. She gave assistance to the Monaghan teachers, as well as guidance to the teachers who came to observe.

During the first year the plan already described, for Saturday observations by all teachers of a certain grade, was followed in the Monaghan School. In many respects the Saturday programs were quite regular and the children natural. The plan was never entirely satisfactory, however, for the children realized that the school was held on Saturdays in order that teachers might come to see them at work. Regardless of what teachers did to make it otherwise, it was always a special occasion. A number of teachers asked to visit Monaghan on a regular school day. Furthermore, they wanted to see a full

day's work instead of that of the morning hours only. They were anxious to see how the various subjects integrated throughout the school day.

In order to provide this further help, the plan of observation was changed in February, 1940. Instead of coming by grades on Saturdays, twenty to twenty-five teachers to the grade, as had been the custom over a period of years, the entire staff of a particular school came on a regular school day. In this way only two or three teachers observed in any one room on the same day. Each of the fourteen schools in the district was thus scheduled for a day of observation.

The plan was changed from observation by grade groups to observation by school groups in keeping with changes in our educational philosophy and practice. Teachers have come to think of education as growth and personality development for each individual rather than the mastery of a body of subject matter for each grade. More and more the Parker schools are attempting to fit the curriculum to the child rather than to force each child to meet grade requirements. Consequently, teachers are not concerned about confining their observations to particular grades. More and more their observations and discussions cut across grade boundaries and center upon child growth and development.

Again in November, 1940, still further changes were made. Several days before the observations were to begin, all teachers were asked to identify their particular problems, to indicate areas of schoolwork with which they desired help, and to send to the office this list of specific questions or problems. It was pointed out that the problems raised by each teacher would be in part a self-evaluation of his work. It was understood, also, that help could not be given on all the problems listed but that these indications would serve as a helpful guide to the teachers of the observation school.

As illustrations, a few of the teacher's questions and problems are quoted here:

1. I have three groups in my room. I find it hard to plan something for the two groups to do while I work with the third group in reading. What could be done to help them use that time to advantage?
2. How do you get the shy, timid child to take part in the discussion and at the same time keep one or two children from doing all the talking?
3. We would like to see the classroom technique which is most conducive toward developing responsibility and dependability.
4. What procedures do you use after class excursions to get original and creative work in stories and poems?

All such requests for help were turned over to the Monaghan teachers who, in turn, tried to meet the needs of the visitors as fully as possible.

At the end of each day of observation the visitors conferred with the teacher being observed. Since there is no essential difference between the program of the Monaghan School and that of other schools in the district, this

evaluation was not an appraisal of the general program but a discussion of specific teaching procedures. Within a few days after an observation, the staff of each school held a round-table discussion and raised questions about any phases of the day's program which were not completely understood or about procedures which seemed doubtful. These questions were compiled and turned over to the Monaghan teachers. Representatives of the fourteen elementary schools then met with the Monaghan teachers for four afternoons of discussion which served to clarify the thinking of all concerned. The conclusions drawn represented the thinking and the accepted educational philosophy of the group. A report of these conferences was compiled, mimeographed, and distributed to each teacher of the district in the form of a bulletin entitled "Teacher Growth through Observation."

Some of the questions raised in the conferences and reported in the bulletin just mentioned were asked because further help in the certain areas was desired. Other questions were raised because certain procedures seemed doubtful; but the purpose in asking such questions was to stimulate further thinking—not "to throw blame." In the same way answers to the questions were formulated, not as personal answers but as the philosophy of the group, representing the educational goals which each hoped to attain. Illustrations of the types of material included in the bulletin, "Teacher Growth through Observation" are given below.

*Typical Questions:*

1. What do you do about children all talking at one time?
2. While one group is reading, is it better to let the other groups do anything they choose or to suggest a number of activities from which they may choose?
3. Some language papers were displayed containing original thoughts well expressed, but the papers were full of errors in spelling and punctuation. We have been told that papers containing mistakes should never be displayed. Are there conflicting opinions about this?

*A Sample Question and Answer:*

Q. We saw some rooms in which at the end of the work period the children put away construction work for the day. There were other rooms where the children went back to the activities of the work period off and on during the day. Is this a matter of choice, or is one plan better than the other? What per cent of the day should be spent on activity? What per cent on appreciation and drill?

A. There is a great deal of danger in an activity program in which the order of work becomes fixed rather than flexible . . . We are trying to carry on an activity program that will truly function all day long. We do not want a so-called activity program that devotes the first hour and forty-five minutes to activity with the remainder of the day as formal as were the more traditional schools. If we say it another way, this means that on some days a teacher might work with a group in research reading while the others quietly

carry on construction activities in other parts of the room. On such a day there would not be a formal work period in which all worked at the same time. This does not mean any less time given to activity, but that functional activities may go on at any part of the day.

*Sample Comments on Aspects of the Work Which the Observers Approved:*

1. Teachers who were calm and unhurried. They were well poised as they led their group from one phase of work to another.
2. Teachers who were alert to behavior situations.
3. Teachers working with children as helpers, not as taskmasters, holding punishment in store for those who fail.
4. The quiet, helpful way in which children met emergencies.
5. The good attitude with which children gave and received help.
6. Children's evaluation of their own behavior and the way in which they corrected it where needed.

INTERSCHOOL VISITATION

In March, 1941, two of the smaller schools of the district asked for the privilege of exchanging visits, believing that the teacher observed, as well as the observer, makes professional growth. They wanted to have the experience of teaching with an observer present. Also, they felt that it would be profitable to visit different schools as well as to observe in the special observation center. Administrators, too, thought that the teachers were now ready for this additional growth opportunity.

Consequently, a plan of interschool visitation was developed in which schools were paired according to the number of teachers in each. The arrangement was such that when one teacher observed another, that teacher would return the visit within the next few days. The co-operative sharing of ideas resulting from this plan of return visits was one of the outstanding features of the program.

A mimeographed bulletin entitled "Some Suggested Points in Evaluation" proved to be a helpful guide to teachers in their program of interschool visitation. This statement was prepared by the teachers of the Monaghan School out of their rich background of experience in observing and being observed. The introduction to the bulletin pointed out that:

The visiting teachers should know what has been done in the unit of work up to the time of observation. They should, therefore, arrive at the school in time to talk with the teacher who is to be observed . . . The observer should be active. Very complete notes pertaining to every phase of the day's program should be made . . . Conclusions and generalizations should not be drawn until the end of the day. In some cases the very fact that all procedures are written down and conclusions withheld will enable the observer to come to decisions which are quite different from those which might be drawn if a more passive observational technic is followed.

The statement was organized to call attention, first, to the importance of observing children and their reactions to the type of program which was in

operation. Most of the points listed had to do with the effect of classroom procedures on the habits and attitudes of children. An effort was made to analyze the causes of certain forms of behavior in terms of classroom environment, teacher personality, and teacher-pupil relationships. The paper attempted to point out the kinds of experiences that are especially significant but called attention to the fact that all experiences are either educative or mis-educative.

After the observations were over, the teachers were asked to evaluate the plan by responding to three questions: (a) How were you helped by visiting a teacher in another school? (b) How were you helped by being observed? (c) Do you think interschool observation should be continued in addition to the visits to Monaghan?

In most cases the teachers were enthusiastic about the interschool visits. As had been anticipated, more interest was manifested in having an observer than in being one. The report which follows indicates the opinion of one school group with respect to this plan of in-service education.

Our experience with interschool observation was stimulating to teacher growth . . . Although the specific help received varied with individuals . . . the observations, on the whole, were quite worth while.

#### *How Were We Helped by Our Visit?*

1. We found natural situations and saw problems similar to those which confront us daily. It was interesting and instructive to see how these problems were met. There is solace, too, in knowing that we do not strive alone.
2. The teachers and pupils visited were working under conditions parallel to our own and with the same materials. In some cases, it was a source of inspiration to see what can be done; in others, there came a realization of certain limitations.
3. We discovered many clever and original approaches, especially when we saw under way the same unit of work being pursued by us. While we do not plan to copy these ideas, they have served to open new avenues of thought and investigation.
4. As observers of certain problems and situations, even though they may not have been settled entirely in accord with our opinions, we acquired new perspectives which will aid us in dealing with similar situations when they arise.
5. We are encouraged by having seen other teachers put into practice the same basic principles which we ourselves are trying to follow.

#### *How Were We Helped by Being Observed?*

1. The fact that our teaching was to be observed caused us to make a self-check of the standards we are trying to attain. This supplied a distinct need for self-evaluation.
2. As a follow-up of this check, we become more anxious to improve our technique and program. Observation gave us added impetus to do our best.

3. The conferences with our observers, as well as our own "stock taking," helped to bring a realization of shortcomings and certainly the desire to reduce them.
4. Observation by others who were interested in the same aims, the fact that we were considered worthy of being observed, brought a touch of pride (often good in small doses) to both teacher and pupils.

*Do You Think This Type of Observation Should Be Continued?*

It was agreed by our group that this type of observation has many advantages. We feel that those participating did so in an excellent spirit and that the interschool observation helped to make this possible. Teachers all agreed that they felt freer to discuss situations and that much was gained by conference and comparison. Everyone had a commendable word for the conferences which followed observations, and it seems that a great deal of our questioning and evaluation was done there, with frankness and sincerity. It was also brought out that the mimeographed bulletin, "Some Suggested Points in Evaluation," was a great aid to both observer and teacher, and that its usefulness need not, and will not, end with this experience.

The Administrative staff feels that this mutual exchange of experience was indeed valuable as a supplement to the program of observation at the Monaghan School. It helped teachers to identify needs, to be more conscious of significant practices, and to evaluate their work. However, interschool visits do not take the place of a special observation center. For continued growth teachers need to see a program of work where experienced teachers at all times exemplify the practices and procedures which bring about wholesome pupil growth. The most effective challenge comes to a teacher when he sees a sound philosophy skilfully applied, high standards of work by both teacher and pupils, and a program of meaningful experiences which result in desirable learnings.

A CONCLUDING WORD

That the observation program has played an important part in school improvement is not to be doubted by the teachers and administrators of the Parker School District. Inasmuch as our schools have never been placed on an experimental basis, the observation schools have served as laboratories for trying out and evaluating newer procedures in education. The observations have played a significant part in curriculum development. Changes have been made in all areas—in social science, natural science, fine and industrial arts, music, and literature. Great changes also have been made in classroom environment. Another value of an observation center, not stated elsewhere in this article, pertains to the training of incoming teachers. In addition to the help given new teachers through the summer workshop program, the director of the observation school visits each new teacher and helps to identify any areas in which further help is needed. Provision is then made for the teacher to observe for at least a day at the Monaghan School.

## Fitting the Program to the Students

T. HARRY BROAD

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SEVERAL years ago the faculty of Daniel Webster High School, confronted with the problems that face all high schools, decided to do something about them. The faculty as a whole was concerned with all of the problems of the students in the school and community. In order really to determine the best solution for these problems the faculty had first to solve the problem of finding time in which to work on their problems.

A proposal was made to the superintendent and the Board of Education that the school day for boys and girls be shortened by twenty minutes, taking out of the day that period which had previously been set aside for so-called home-room activities. This suggestion was approved by all concerned and the entire faculty met on Monday, Tuesday, and Wednesday mornings from 8:00 to 8:45 to attempt to discover and analyze some of the problems and to work out solutions. As a result of these meetings, a committee surveyed the community for vocational opportunities, and surveyed colleges regarding graduates of this high school and the success of graduates in college.

Another group made a study of the students who had gone to college to discover their success since leaving school. The faculty made the startling discovery that only eleven per cent of the graduates over a period of eight years had entered college. Faced with the problem then of providing a program of studies which would take care of approximately ninety per cent of the students, without penalizing the ten per cent who would go to college, the faculty started to work. In reverse, the problem was not to provide a program for the ten per cent and cram it down the throats of the other ninety per cent. Selection of students to fall into the two groups presented an impossible problem so the faculty decided to approach this from an individual basis. Every teacher was concerned with this particular problem. If the faculty was to do anything about solving the individual student's problem in this high school, students as individuals must be known. Thus the concern became one for individuals and not primarily for the group. Homogenous grouping (so called) was out. Groups were selected through their elected interests.

The nature of the learning process became a matter of major concern and the latest information was taken into account. The best methods in guidance were explored. The schedule was set up so that the teachers of the "required" courses or "core" courses or "general education" courses were blocked together so that they had the same group of pupils and had a period during the day when they had time to go into the problems of the students and so to adjust their work that it took on greater meaning for boys and girls. You will notice the author has used three different terms in the preceding sentence.

Probably none of the three will mean the same thing in every school so all three are used with the hope that it isn't too confusing.

#### PRACTICING DEMOCRACY

The faculty became greatly concerned with the promotion of democracy and, as a result of their experience with the *Eight Year Study* and the influence of the Curriculum Commission, began to explore possibilities for teaching democracy through practicing democracy. One should understand that all through this there was evolving a philosophy of education.

Philosophies of education are easily located in a multitude of books. The evolution of one through group thinking by an entire faculty concerned with a serious practical school situation is a different matter and comes about through the expenditure of much time and thought by the entire group. Assisting in the formation of this philosophy were the suggestions from students regarding what they would like to have the school do for them. Further assisting were suggestions coming from the parents of boys and girls who were concerned and from businessmen who were future employers. Growing out of all this the faculty discovered that there was a great need for more and more participation on the part of students in the selection of problems for study and the planning of the work and in the solution of their problems in each and every class.

The faculty discovered that in this sort of approach much more careful pre-planning was necessary. Much more careful guidance and intelligent co-operation on the part of faculty and students became the slogan. Students began to talk about the fact that they were having much more freedom and that they were finding themselves "on the same side of the fence with the teachers" instead of a fence between.

Another characteristic of this program was that each student had an opportunity to check himself for skills in spelling, grammar, penmanship, and ability in mathematics and to arrange his schedule so that he could overcome weaknesses he discovered. Because of this interest and because of the possibilities, penmanship and spelling materially improved throughout the school and a campaign is under way at this time by every teacher in the building for better language usage.

This type of program has also provided opportunities for groups actually to do things in the community. One group actually got results from the City Park Board in improving a park situation. Another group visited the City Commission meeting and was publicized liberally when it checked the Mayor and Commissioners on their lack of parliamentary procedure. Students visiting the Board of Education meeting, when some criticism had been presented that the educational program did not provide opportunity for children to learn, lost little time in presenting their point of view and their understanding

of their educational program to the complete satisfaction of every member of the Board of Education.

Running all through this program has been a consciousness and an effort at evaluating the program as a whole, a concern to discover whether or not students are getting knowledge or information, a concern to discover whether or not the program is bringing about behavior changes in boys and girls or merely concerned with scores on examination.

This faculty is agreed that teaching is not a science—teaching is an art: that given proper guidance and opportunities to learn, which is a harder job than just textbook teaching regardless of what the subject matter may be, American youth will develop and grow individually and collectively to take their proper places as mature participants in our American democracy, concerned not alone with its preservation, but with its continuous growth and enrichment. The faculty is further agreed that given an opportunity for freedom, students will go much farther in pursuing an interest of their own than they do when they are merely filling requirements; that given an opportunity the student himself will be the one who is most vitally concerned about the kind of education he receives. The parents should have opportunities to express their opinions and have responsibilities for stating the kind of education which they would like their children to have. The profession is charged with the responsibility of determining the best ways that this educational program can be presented. The Webster faculty believes that schools are not criticized so much for *what* they teach as *how* they teach.

#### A SURVEY COURSE

One of the techniques that evolved as a result of faculty thinking for better guidance of students into their selective fields was called a survey course. This course is required of all ninth-grade students who are in this school for the first year. Every boy and girl in the ninth grade is enrolled for a period of eighteen days in each of the elective subjects available in this school. This provides experiences in eight different areas of learning available in the elective program of Webster High School. No grades are given for the work done. The chief purpose is the exploration of students' interests and abilities in each area and to make students acquainted with the possibilities of the courses offered and their possibilities in each course.

One girl, new to this school this year, transferring from another state, made this comment: "I came from a school where the teachers made the assignments, where most of the students copied their work and hoped only to make enough points on tests to get a passing grade. In this school I find myself not concerned with that at all, but find that I am constantly thinking about what I am doing, about my part, and about what I am learning. In that school I didn't have a chance to think. I just followed directions. Here, I have to think, and do I like it!"

## Problems of Transition in the Changing Secondary School Program

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I FEEL equal to the task when I'm teaching the subject in which I majored in college but when I have to teach a class based upon the personal, social, and economic problems of my pupils, I feel incompetent and insecure." Such a statement is one which administrators hear frequently in secondary schools where an attempt is being made to adapt the instructional program to the concerns and needs of adolescents. Behind this major problem lies a multitude of problems, all of which contribute to the teacher's feeling of incompetency and insecurity. In this discussion an attempt will be made to identify some of the problems which recur in developing an instructional program based upon the objectives of modern education.

Most educators give lip service to such statements of philosophy and objectives as the Seven Cardinal Principles and those found in *Planning for American Youth*.<sup>1</sup> Until a decade or so ago the method of implementing these purposes was to add courses to an already overcrowded curriculum with the hope that such courses would lead to a realization of the objectives. More recently educators have come to recognize that this procedure does not solve the problem—that "tacking on" courses not only be-clouds the real purposes of the instructional program, but often thwarts the efforts of the learner in the attainment of desirable goals. In other words, the basic structure of the secondary-school program must be changed if the objectives of modern education are to be realized. A program centered in subject matter and which is designed for an altogether different purpose does not provide adequately for objectives based upon the growth and development of boys and girls. An instructional program which provides for growth and development should have its foundation in the concerns, interests, and problems of adolescents and in the demands which society makes upon youth. It should provide full opportunity for young people to pursue interests and solve problems so that they may develop and modify behavior in ways consistent with the democratic ideal. In a program of this kind, subject matter is not learned for its own sake, but it becomes useful only in so far as it contributes to the solution of meaningful problems.

### BASIC ASPECTS OF THE PROGRAM

A secondary-school program based upon the philosophy and objectives of modern education should be planned with certain fundamental aspects in mind. Among the most important of these are:

<sup>1</sup>National Association of Secondary-School Principals, *Planning for American Youth, An Educational Program for Youth of Secondary-School Age*. Washington 6, D. C.: The Association, 1201 Sixteenth Street, N.W. 1944. 64 pp. 25c.

1. That secondary-school pupils have certain concerns and problems which are common to all or most all of them and also concerns and problems which are individual or specialized in nature.
2. That a "block of time" in the school day should be provided in which all pupils have an opportunity to solve problems and pursue interests which are common to them. The balance of the school day should be organized around individual and special interests of pupils.
3. That all instructional experiences should be pointed toward developing and modifying behavior, a process which results from the solution of meaningful problems. Facts and information are important only to the extent that they further problem solving.
4. That an intimate relationship should be developed between a teacher who is designated as a counselor and a small group of pupils. This necessitates a continuous class relationship over a period of years.

#### PROBLEMS IN THE TRANSITION PERIOD

If such a program is to be developed, there will be a transition period between the curriculum that is centered in logically organized subject matter and that which is centered in the problems which young people face. Such an important period of change demands careful planning which grows out of a re-thinking of the total instructional program. Many problems will emerge, some may be anticipated, while others may be totally unexpected. If these problems are faced squarely and realistically by all the individuals concerned, solutions will be forthcoming. Experiences of those who have been in positions of instructional leadership when these changes have been made establish the following as important problems to be contended with in the transition period:

##### *Rapid Change Leads to Confusion and Insecurity*

Most teachers are adept in teaching bodies of subject matter organized according to internal logic or historical sequence. The step from this kind of teaching to dealing with life concerns of pupils is a long one. If teachers are permitted to retain some teaching of subject-matter fields as such and at the same time are encouraged and assisted in introducing life concerns of pupils into the curriculum gradually, they will be much more secure and less confused. Thus in a "core" or common-problems course a teacher with background in history may be permitted at first to teach an established unit in American history and then try out with the same group of pupils experiences involving problems of immediate concern to boys and girls, such as personal health, boy-girl relationships, vocational exploration, use of leisure time, intergroup relations, and the like.

##### *The Nature of the Change Requires Democratic Instructional Leadership*

A change such as that which has been suggested is of such magnitude that it cannot be brought about successfully through administrative edict. The many ramifications rule out the possibility of having administrators alone

plan a program which deals with life problems of youth. It is essential that all teachers participate actively in such a reorganization. This means that the principal should assume his rightful responsibility as an instructional leader and that every member of the faculty should be involved in the planning. It also means that teachers will be called upon to provide leadership in working in committees and in planning with parents and pupils. In the final analysis the development of an instructional program rests upon the co-operative action of principal and teachers.

In many cases failure of programs has been traced directly to the fact that only a part of the faculty has participated in the planning process. In other situations the program did not succeed because the principal failed to function as an instructional leader.

#### *New Methods and Directions in Teaching Need to Be Developed.*

Instruction which seeks to deal with life concerns of pupils cannot be based upon rigid courses of study. There should be guiding principles, but there should also be flexibility. In the final analysis the development of educational experiences that make for the growth and development of young people must involve teacher-teacher and teacher-pupil planning. In the planning process, teachers often feel insecure. For this reason they should be provided with much help in carrying on these activities. No teacher who has not had experience in planning should be encouraged or expected to plan the entire program of instruction with a group of boys and girls. Rather he should be given help first in pre-planning with other teachers. Later, he may acquire skill in planning with pupils.

Another factor which is of immediate concern to teachers is that of directing instruction toward modification of behavior. Through their own training and experience they have been encouraged to center their teaching in memorization of facts, in reasoning about abstract problems, and in the acquisition of academic skills. The transition from this emphasis in teaching to teaching for change in behavior is an important one requiring not only new techniques, but also an adequate understanding of modern psychology of learning.

#### *The Kinds of Materials Used Should Be Expanded.*

A single textbook serves fairly well when teachers are attempting to pass on to pupils a body of logically or sequentially organized subject matter. This does not hold true when the experience is organized around the solution of problems. In problem solving it is essential that pupils tap many sources of information. Consequently, the use of diversified materials is a "must" in such a course. This presents many problems to the teacher who has been using only one textbook. He cannot know all the answers and he cannot read all the materials that pupils use. He must assist pupils in finding materials and in

evaluating them. He should help them to discover and evaluate new sources of information and expression, such as are available through audio-visual aids, interviews, and the arts. Again, this procedure is revolutionary to teachers and they should come gradually to a use of a variety of resource materials.

*Time Should Be Provided for Planning and Counseling.*

The very nature of a program based upon the life concerns of adolescents demands careful and continuous planning. With an already overcrowded schedule, teachers can hardly be expected to spend all of the extra time required for developing such a program before or after school. If the experiences provided through the new curriculum are important, the need for added work to provide those experiences should be recognized and time given within the school day when teachers can sit down and plan together. One successful arrangement, developed in schools which have instituted "core" courses, is to have teachers with the same half-grade or grade classes assigned the same period for planning.

A teacher who is given the responsibility for the guidance of a group of pupils should learn to know each boy or girl intimately. This is possible only if he has them in a continuous class relationship. In this situation he can aid them in dealing with their common problems. There are, however, many individual problems which should be considered through personal interviews with pupils. This demands teacher time, as does planning. In some schools teachers are provided a period a day during which both planning and counseling may be carried on.

Teachers need much assistance in methods of interview. Educators have a tendency to "tell" pupils rather than to help them to make their own decisions. It is very desirable that part of the planning time among teachers be devoted to a study of techniques of interview and to understanding the growth and development of adolescents through case study conferences and the like.

*A Comprehensive Program of Evaluation Should Be Planned.*

Most teachers have become expert in methods of appraising growth in the retention of facts and the acquisition of academic skills. These objectives have been for so long the basis of instruction that teachers have developed proficiency in building their own tests or in using standardized instruments which measure pupil growth toward these purposes.

Education based upon the growth and development of the whole child demands much more than an evaluation of academic growth. Such education is also concerned with emotional, social, and physiological growth. It requires that teachers and pupils work for the development of attitudes, habits, skills, appreciations, interests, and ideals which further democratic living. The evaluation of these behavioral objectives opens new and untried fields of experience to teachers. There is much experimentation to be carried on and much to be learned in charting the growth of boys and girls. Constructing new kinds

of tests and identifying new sources of evaluation data are essential. Teachers need assistance in carrying on co-operative evaluation with pupils, in keeping anecdotal records, and in enlisting the aid of parents in the evaluation process. They need help in interpreting and summarizing the data collected and in reporting to parents the growth of each pupil toward the objectives.

*Parent Participation in the Development of the Program Should Be Utilized Fully.*

Many instances could be cited where administrators and teachers have carefully and painstakingly worked out a program only to have it fail because of parental opposition. Parents have attended schools which had purposes much more limited in scope than the purposes of our schools today. It is only reasonable to expect that a modern program of secondary education cannot be appraised according to a standard set by the purposes of education twenty-five years ago. Parents have as much right to know and understand the modern philosophy and objectives as teachers; and, unless they gain these insights and concepts, they are not going to give enthusiastic support to modern secondary schools.

It is not sufficient to inform or tell parents about a projected change in a program. Full understanding and support can be obtained only through their active participation. If a program is being developed around the life concerns of boys and girls, parents have much to offer in the planning. After all, parents live with these adolescents much more than teachers do. An adequate program of parent participation necessitates planning with small groups of parents, who may well work directly with the faculty and pupil committees which are developing the "core" program.

SUMMARY

In identifying and facing the problems which characterize the period of transition incident to developing new practices in secondary education, principals and teachers must work closely together. Most vital to the success of the solution of these problems is the democratic leadership provided by administrators as they make possible the release of the imagination and energy of all concerned. Direction for the transition from educational experiences centered in logically organized subject fields to those centered in the personal, social, and economic problems of youth is found in guiding principles to be discovered in the relationship between the process of human growth and development and the demands of a democratic social order. New methods; new materials; new relationships among teachers, parents, and pupils; and new processes of evaluation will gradually result in an effective reorganization of the program of the secondary school. The desirable process in this transition is not additive, as in the past, but demands rethinking and reshaping of the basic structure of the secondary-school program.

## Schools Can Create Democracy's Communities

W. JOE SCOTT

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THE quality of democratic living within a community is attributable to the total contributions made by individuals in their co-operative efforts to attain common goals agreed upon and accepted as important to all. It seems that it could be safely assumed that one of the essential purposes of the democratic institutions to which frequent reference is made is to provide situations and patterns of procedures that tend to channel experience toward the ideals of a democratic culture. The degree of feeling the individual has for community status and welfare is proportionate to the extent of and satisfaction in his participation in creating the community. For, after all, aside from the agencies, such as stores, barber shops, and the like, the minister to the physical needs of the residents, a community is essentially a framework of attitudes, appreciations, and understandings held in common by individuals frequently in contact with one another.

It is out of these common spiritual possessions that the community evolves its institutions. These in turn serve to implement the desires and purposes progressively to improve, enrich, and expand the desired social attributes. A community without institutions to promote and preserve its social progress could never lift itself above the culture of family tradition and superstition. The community without leadership that continually seeks to create opportunities for exchange of ideas, free discussion, co-operative planning and action, group evaluation, and reconstruction of purpose for further activity would never create democratic institutions for effective community service.

The ideals of democracy with their emphasis upon the dignity of the individual and his organic function in the social body have been the points of reference in the construction of democratic institutions. If the democratic character of the institution is healthy, it is always in the process of developing. The institution in order to possess democratic character must be kept in its proper function as a means to an end. Its program should be continuously under critical study to insure implementation of community and individual needs and purposes. As the glands of the human body adjust their functioning to organic need, so the institutions of the community should adjust their contributions to the social body. Institutions and organizations have the right to exist within a democratic community only so long as they can, and do, contribute to the general health of the social body. Institution-centered institutions and organization-centered organizations are dead weight to any community. They may be, and often indeed are, social hazards. They are the spawning ground of revolution because of their resistance to social adjustments.

Such institutions and organizations seek to reverse the direction of loyalty. Instead of recognizing their obligation to adjust and improve their programs

of services to the community for which they were created, they declare themselves to be the chief objects of loyalty. They engender among their memberships attitudes of isolation from social responsibilities. The members are more sensitive to their loyalty to the group than they are to the social body as a whole. The organic relationship implied by "If thine eye offend thee, pluck it out" does not seem to be warning sufficiently emphatic to influence their thinking and social behaviour.

What has been said thus far is an attempt to establish a point of reference for a discussion of the function of the public school in the community it serves. There is abundant evidence of the fact that the people of the nation consider their public schools as democracy's foremost institutions. Certainly no other community institution is more criticised for the nation's ills than the schools. The implication of this criticism is that if the schools were performing their proper function in the organic social body, the nation would not be suffering whatever pains most disturbing at the moment—be it juvenile delinquency, strikes, mobilization of an army, dishonest elections, or any other national headache that makes the front pages. The attitude on the part of the citizenry is both a compliment and a challenge to the teaching profession. The nation would be better if the teaching were better. Teachers are that important to the nation. It seems important, therefore, that the place of the school in the community be clearly understood.

As stated above, the public school is accepted as the foremost institution for developing and promoting democratic living in the area it serves. It would appear that it would be more logical in interpreting the relationship between the public school and its people to use the term "school-community" rather than "the school and the community." The concept "school-community" seems to involve a close relationship that amounts to a wholeness of influence.

The usual community is made up of many organizations and institutions. Each has its own program of service beamed toward civic improvement. It is not uncommon for these several programs to conflict with each other. There is much overlapping and duplication of effort. Without a framework of common objectives within which programs and activity can be synchronized much less is actually accomplished than might be. The experiences gained from separate organization activity, moreover, tend to narrow the sense of community to the membership and its well-being. This is often the point of origin of pressure groups which in time dominate the community.

There is need in a democratic society for a broad base of participation in community planning and activity. Wide representation insures three most important results—first, a more complete reservoir of ideas available for planning; second, a more widespread feeling of belonging; and third, a keener sense of responsibility for the success of the activities co-operatively planned. These three elements are essential to creating community.

## COMMUNITY PLANNING

Two plans for securing this broad base of participation suggest themselves. One is best illustrated by what is commonly known in the writer's section of the country as the civic association. The other, a more recent development, takes the form of the community council. The civic association usually conforms to a political unit or division, such as a city ward, and is open to all individuals who express a desire to join and pay a small membership fee. The roster of a typical community council is made up of names of representatives of various organizations and institutions whose programs are designed for civic improvement and human well-being.

The civic association plan upon first view appears to be the more democratic. In actual operation, however, it sooner or later falls into the hands of aggressive individuals or cliques. When this happens, such organizations deteriorate into political instruments and pressure groups without sensitivity to the general community welfare. They are fertile soil for the growing of political ward bosses. In the end this type of community organization is likely to take unto itself functions that strangle individual initiative and close the door on opportunity for free discussion and action. Not many civic associations have educators or ministers as their leading influence.

The community-council plan has much to offer the community that is seeking solution to its problems and means of improving itself. In the first place, membership in the council is the privilege and responsibility of an institution or organization. Individuals serve as representatives of their respective bodies. In the second place, only those organizations known to be interested in civic matters are considered eligible for membership. The fact that the personnel on the council has a high per cent of annual turnover obviates the formation of aggressive, manipulative cliques. In the fourth place, the leadership of the council is almost certain to be of a good quality because of the high selectivity of the group as a whole. Because of the experience of the representatives in planning for and serving community welfare, the reservoir of ideas they are able to create together makes possible more intelligent and effective attacks on their common objectives. And finally, because each member of the council personnel represents his or her organization or institution, the net result is a wide base of participation and influence.

It is now appropriate to raise the question as to what all this has to do with the school. The answer, it would seem, would be that if the public school is the foremost influence in the development and promotion of democratic living then it should assume the responsibility for leadership in setting up the framework for the operation of the democratic processes in community life. If the function of the public school is to make democracy work, it must assume the responsibility for bringing together those agencies in the community best qualified for the job. No other of democracy's institutions is so obligated. No

other has the degree of confidence and support of the people necessary for success. If democracy is to attain its full fruition in community living, the school must accept responsibility for not only its own democratic soul, but must seek to convert its community into a microcosm of organic democracy. The need for acceptance of this function by the public school must be clear to even the casual reader of the nation's press. If there is ever to be a "One World" society, it must be developed from the seed grown in and distributed from the community-life farms of this nation to which the world looks for leadership. And the school is expected to furnish leadership for those communities.

What this article thus far attempted to set forth is that there is insistent need in democratic America to get to the problem of making democracy work more effectively. It has risked the implication that the reason for democracy's weaknesses lies within the community life of the nation. It has suggested that the responsibility for the development of really democratic living in the community belongs to the public school. The remainder of the article will attempt to tell the story of how one junior high school and its contributing elementary schools have sought to fulfill their obligation in this respect. It is the story of the Bass Community Council.

#### SCHOOL LENDS LEADERSHIP

In the autumn of 1939 at the request of the local director of the Federal Forum Project, Bass Junior High School sponsored a unit of the project. It was agreed at the beginning that the primary object of the discussions should be to discover the essential needs of the community. It was thought that the success of the project would be conditioned by the past experience of the participants in community service. Special invitations to participate were extended to school principals, Boy Scout, Girl Scout, Camp Fire executives, and presidents of civic clubs, Woman's Club, and civic associations—a total of about thirty leaders in community institutions and organizations. Interest was good throughout the year and results were satisfying.

The outcome of the activity was challenging. It consisted of a list of basic needs of the community arranged in order of urgency. Both the needs and their ranking had unanimous support of the group. At the closing session of the project the question arose as to what could be done about the list of needs.

The participants were informed by the director that a forum group could not be an action group because of regulations governing the functioning of the Forum Project. The community-council idea was presented as a possible solution to the situation. It received unanimous approval of the body. Plans were suggested for converting. A chairman and a secretary were elected. The Bass Community Council came into existence in May, 1940, under the leadership of the principal of the junior high school as chairman and an elementary school principal as secretary.

Since the group had already agreed on basic community needs and had ranked them according to urgency, the point of departure for the council's program was quite clear. The needs ranked highest were, in order, a building for the community branch of the city library, and public recreation facilities. Committees were set up to attack these two problems.

#### PROJECTS UNDERTAKEN

When the library committee appeared before the Finance Committee of City Council to request an appropriation for the library building, the Mayor expressed surprise that thirty organizations in Atlanta could agree on anything. The appropriation was made and the building was planned and constructed on a lot the city had been holding for twenty years for a community library.

The committee on recreation tackled its job with enthusiasm. Its first step was to petition the Board of Education for use of the school building for a summer recreation program. Within less than two months the program was in operation. Plans for the development of a year-round recreation program for the community took shape. Improvement of parks was brought to the attention of the City Parks Department. Both of these projects have been realized. In the spring of 1942 organization members of the council contributed nine hundred dollars for the establishment of a blood-typing clinic in the school. In one year of operation this clinic served more than 5000 individuals. When the probability of bombing of American cities by Germany became convincingly remote, the clinic committee recommended that the Council consider the establishment of a community dental clinic for children whose parents were not financially able to have the work done by private dentists.

The story of the community dental clinic is perhaps the best illustration of how the Council proceeds to achieve its objective. After approval by the Council, the committee surveyed the schools to determine the number of children who would be eligible for free clinical service. The results were convincing. Permission to convert the blood-typing clinic into a dental clinic was readily given by the Board of Education. Three luncheon or dinner meetings with representatives of state, county, and city dental associations were carefully planned. A prominent member of the city association was asked to serve on the committee. The reactions of the three associations varied from warm to cold. All three finally acted favorably on the petition and offered co-operation in finding qualified dentists to operate the clinic.

Dental equipment is expensive. Organization members of the Council began to send in contributions of fifty and one hundred dollars. But twenty-five hundred dollars, the estimated cost of equipment alone, is a great deal more than one thousand dollars, the amount contributed. The Committee looked to other sources for donations. The prospects were discouraging. Then came the offer from the trustees of the Bass Junior High School Student Loan Fund. There was so little demand made on the Fund during the war years that

a surplus was available for projects that would benefit the students of the school. The trustees took the necessary steps to make the funds available and made the Council the offer of providing the most expensive equipment for the clinic. Title to the equipment would remain in the hands of the Fund Trustees.

Having now cleared its main hurdles, the clinic committee appointed subcommittees to select the equipment, to employ a dentist, and to work out plans for screening children for free service. Selection of equipment brought in services of the state and city health departments. So did the employment of a dentist. The problem of procedures to determine recipients of the free service was solved by a meeting of the subcommittee with representatives of all the social welfare agencies of the city.

The clinic was named the Willis A. Sutton Community Dental Clinic in honor of Dr. Willis A. Sutton who pioneered the oral hygiene program in Georgia while he was superintendent of Atlanta schools. It was opened for services on February 19, 1945, with one dentist working two hours per week. Since November a second dentist has worked four hours per week. Approximately two hundred fifty children have received free dental service during the first year of operation. Sufficient funds are now available from contributions made by Council's organization members to operate the clinic for eight months.

This detailed account of the community dental clinic is presented as an illustration of the Council's techniques and procedures. It perhaps best illustrates the educative features of the democratic processes at work in a community.

#### COUNCIL MEETINGS

The monthly luncheon meetings of the Community Council are held at Bass Junior High School with an average attendance of sixty-five per cent of the membership. The luncheons are served in a conference room especially decorated and arranged for proper atmosphere. The school art department uses the luncheon meeting to provide art experiences for its students. Special attention is given to table decorations and room arrangements. So impressive have these been that Council members have carried back into their homes and organizations art values that they prize highly. The Bass art department is devoted to the idea of functional art. The school cafeteria provides the food for the luncheons at cost and girls in home economics classes serve it efficiently and graciously.

The meetings are quite informal. Conversation during lunch is free and easy because of common purposes and experiences in working together. After the lunch is finished, the chairman calls for committee reports which constitute the main business of the meeting. If a speaker is included in the program, his subject usually has to do with one of the Council's projects. All details of

the program are designed to contribute to the achievement of success in the project out in front at the time.

These luncheon meetings are joyous experiences to the lovers of democracy. They amount to learning situations in democratic living that influence not only individual representatives present but carry over into the functioning of organizations they represent.

In the spring of 1944 the Council felt the need of re-examining its objectives and re-evaluating its program of services. The chairman appointed a committee for the work. After three meetings with as many different specialists in education and social welfare, the committee formulated its report. Their recommendations to the Council consisted of a clear-cut statement of purposes, a framework of organization, and some details of procedure. Their most significant recommendation, however, was in reference to the need for including the youth of the community in the Council's program. The story of the Youth Council will come later.

The recommendations of the committee were approved by the Council. Since groups in other sections of the city and Georgia have found the committee's work helpful in establishing community councils, the full report is included here with the thought that others might find some helpful suggestions in it.

#### A REPORT OF THE COUNCIL'S PLANNING COMMITTEE

Your committee has held three meetings for the purpose of rethinking the idea "Community Council" and of restating its purposes, organization, and program. The committee had the privilege of having the advice and counsel of three individuals who have had wide experience in community council work. The questions that the committee posed for themselves are as follows:

1. What are we trying to accomplish with the Community Council?
2. Is the Council the best means of effective work in achieving those goals? Might there not be a different type of organization that could get better and quicker results?
3. The Council is now made up of presidents of community organizations. Is this policy satisfactory? Is there a better way to get outstanding community leaders together?
4. Just how much of an area should be included in this community?
5. The Council was originally given the name "Bass Community Council" with the idea in mind of including that section of the city served by Bass Junior High School. Should the name be changed and the area more restricted?
6. The Council at present has no officers. The chairman prepares programs, appoints all committees, and does most of the work. Is that sound democratic organization? Should there be a steering committee or a permanent planning committee to direct the activities of the group?

7. Should the organizations be more formal or more informal?
8. What kinds of programs would be best suited to our objectives?
9. Is time of meeting satisfactory? Would evening meetings at homes be more effective?
10. Shall we seek closer relations with the Social Planning Council?
11. What should be our major activities now?

The following consists of the best answers that the committee has been able to find to the above questions:

#### *Purposes*

1. To co-ordinate the efforts of all community-building organizations within the area in order that the collective influence and activity of all might be more effective.
2. To study co-operatively the social needs of the community.
3. To examine the causes of undesirable conditions and to seek to correct them using procedures and methods that will result in growth in community spirit and solidarity.
4. To promote constructive projects that will contribute to improving the quality of living of all.
5. To create a sense of community by encouraging and seeking participation by as many individuals as possible.
6. To avoid all activity that might be classified as political. By "political" we mean any type of activity that is characterized by individual self-interest.
7. To strengthen and enrich the over-all community life of the entire city.

Having examined these purposes, the committee's considered opinion is that the Community Council plan for co-ordinating the efforts of all agencies within the area toward community improvement has greater possibilities than any other with which they are acquainted. The committee believes that the plan offers to each member organization a source of strength and effective influence that, if used purposefully and thoughtfully, will bring satisfying results both to the organization and to the community.

#### *Membership of the Council*

Your committee has given much thought to this problem. Many suggestions were made and considered. The outcome of the discussions is the recommendation that:

The membership of the Council consists of the presidents, or recognized heads, of all organizations and institutions within the area whose function is service to the community—pastors, assistant pastors of churches; principals of schools; presidents of Parent-Teacher Associations, community librarian, civic clubs, Woman's Club, civic associations, garden clubs; directors of Boy Scouts, Camp Fire Girls, Girl Reserves, etc. They believe that the membership so

constituted will provide the Council with the support and co-operation of member organizations necessary to carry out the purpose set forth above.

#### *Organization*

The committee believes that the organization should remain informal and elastic. It recommends that:

1. The Council elect a chairman and a secretary at the regular May meeting to serve for a term of one year.
2. That the chairman be empowered to appoint an Advisory Committee to consist of one representative each from the churches, schools, Parent-Teacher Associations, Woman's Club, civic associations, Lions Club, and one member-at-large to represent all other groups; the committee meet monthly one week before the regular meeting of the Council.

#### *Duties of the Chairman*

1. To serve as chief executive officer of the Council.
2. To preside at all meetings of the Council.
3. To serve as chairman of the Advisory Committee.
4. To appoint all committees authorized by the Council.
5. To call special meetings of the Council and Advisory Committee when situations warrant such specials calls.
6. To designate a temporary chairman to serve in case of absence of the chairman.

#### *Duties of the Secretary*

1. To keep roster of the Council up-to-date. As individuals become eligible for membership, the secretary will notify them of the Council's desire to have them accept membership in the Council. He shall report acceptance of membership to the Council.
2. To keep complete and accurate minutes of all meetings of the Council and meetings of the Advisory Committee.
3. To carry on Council correspondence under the direction of the chairman.
4. To notify members of regular meetings of the Council and Advisory Committee.

#### *Duties of Advisory Committee*

1. To consider all matters referred to it by the chairman of the Council and to make recommendations pertaining thereto to the Council. This shall not be construed to deny the Advisory Committee the authority to consider other matters that in their opinion affect community welfare.
2. To plan regular Council meetings.

#### *Area Included and Name*

Your committee feels that the area to be served by the Council should determine the name of the Council. After much discussion the committee

reached the conclusion that inasmuch as the original purpose of the Council was to serve that area served by Bass Junior High School that the name "Bass Community Council" is a clearly descriptive name. If and when the Council feels that the area served by the Council should be more restricted or enlarged, consideration of a different name would be advisable.

#### *Time of Meeting*

The committee recommends that the policy of luncheon meetings be continued, time to be set by majority vote of the Council.

#### *Place of Meeting*

The committee recommends that the Council continue to meet at Bass Junior High School building because of its central location, accessibility to street car transportation, and suitability of meeting accommodations.

#### *Relationship with Social Planning Council*

The committee thinks closer relationship would be to the advantage of both the Community Council and the Social Planning Council. Community councils in all the major communities of the city would provide sources of dependable information regarding major needs of the city as a whole. They could serve as active and contributing cells to the social body of the total community.

#### *Suggested Major Activities*

The committee expresses the hope that member organizations will become more conscious of the Council as a co-ordinating agency in promoting projects designed to improve community life. They urge representatives of member organizations to submit suggestions regarding community needs and problems for all Council members to consider and have their organizations to consider. In this way each organization will have collective support of all member organizations. The committee submits the following list of projects as worthy of consideration by the Council:

1. Improving facilities for public recreation.
2. Providing a place to pay gas, water, and telephone bills at Little Five Points.
3. Improving appearance and sanitation of the community.
4. Planting of flowering shrubs and trees.
5. Developing the Little Theater idea.
6. Constructing a community center.
7. Securing a community broadcasting system.
8. Providing a community newspaper to promote the program of community improvement of the Council and other organizations.
9. Securing a post-office building.

The committee submits its report more conscious than ever before of the extraordinary instrument for community improvement the Community Council is. The committee expresses the hope that all member organizations give

their full co-operation in the achievement of the Council's primary purpose—to improve the quality of living within the community.

#### A YOUTH COUNCIL

The committee appointed by the chairman of the Council in its recommendations stressed especially the need to provide opportunity for participation by the youth of the community in the civic program. The Council gave the suggestion enthusiastic approval. Action followed immediately.

It was the feeling of Council members that youth should work out its own organization and program. The first step was to invite leaders in Bass Junior High School and those in the four senior high schools who lived in the Council's area to an evening meeting for the purpose of discussing a community program for youth. The response was encouraging; interest was good. The discussion was serious and to the point. Adults on the sponsoring committee not accustomed to seeing young people at work on their problems were greatly surprised at the intelligent and aggressive attacks they witnessed.

After a series of meetings under the guidance of the sponsoring committee, the net result was a name, membership eligibility, objectives, details of organization and procedures, and a list of projects to be undertaken. It is worth mentioning here that the projects were carefully selected in keeping with their declared purposes.

Improvement of public recreation facilities rated highest on their list of needs. Since the Community Council was at the same time pushing the recreation phase of its program, the Youth Council took its place in the picture and worked side by side with the adults. The young people were especially interested in creating the recreation center. It was they who decided what type of program was needed. It was they who secured the services of the City Recreation Department. It was they who sent a committee to the business manager of schools with a petition to repair and remodel a four-room portable building so that it could be used as the center. Their appeal was successful. They did the painting. The center has been in operation on a four-nights-per-week schedule for a year. It is not a teen-age proposition. They did not want that kind. The schedule provides recreation for all ages. It is a community recreation center recommended by respected public-recreation leadership.

The other significant achievement of the Youth Council is their annual Community Hallowe'en Carnival. With the full support of Community Council and City Recreation Department they have transformed Hallowe'en from a community hazard into a community festival. They are enthusiastic over the fact that their profits are small—about three hundred dollars on an attendance of three thousand last Hallowe'en. This money has already been invested in floodlighting equipment in preparation for the 1946 edition of the Carnival. "The pleasure comes from doing it for the community" is their point of view. That harmonizes with their stated purposes to a most satisfying degree.

The chief problem the Youth Council has encountered is finding suitable and ample time to meet. This is especially true of the senior high members. There is no senior high school in the Council area. Much time is spent in transit to and from school. Moreover, they are so burdened with textbook homework in problems of democracy, English, and foreign languages that there is little time for learning democracy by living it, or developing creatively the skill and art of communication at the conference table.

#### CONCLUSION

The schools of this nation can create democracy's communities. The teaching profession can develop and nurture living, dynamic cells so charged with the essence of democracy that beams of hope for the realization of the dignity of man throughout the world will prepare the way for the success of the world order envisioned by United Nations Organization. The way is tedious and long, but the obligation is insistent. The staffs of too many high schools are whistling merrily within darkened view of the graveyard of civilization.

#### TEACHERS IN PUBLIC SCHOOLS BY STATES, 1945

<i>States</i>		<i>States</i>	
Alabama	19,500	Nevada	1,000
Arizona	3,570	New Hampshire	2,950
Arkansas	12,828	New Jersey	27,500
California	44,000	New Mexico	4,024
Colorado	9,000	New York	71,000
Connecticut	10,300	North Carolina	26,300
Delaware	1,650	North Dakota	6,870
Dist. of Columbia	3,350	Ohio	40,000
Florida	13,407	Oklahoma	17,500
Georgia	22,750	Oregon	8,000
Idaho	4,141	Pennsylvania	59,983
Illinois	46,200	Rhode Island	3,884
Indiana	22,800	South Carolina	15,192
Iowa	22,912	South Dakota	7,500
Kansas	17,500	Tennessee	19,500
Kentucky	17,700	Texas	45,500
Louisiana	14,500	Utah	4,600
Maine	6,100	Vermont	2,570
Maryland	9,000	Virginia	18,000
Massachusetts	24,190	Washington	13,000
Michigan	33,750	West Virginia	15,300
Minnesota	20,300	Wisconsin	20,500
Mississippi	15,500	Wyoming	2,650
Missouri	24,310	Total	882,125
Montana	4,694		
Nebraska	13,500		

## Experience of One Vermont School in the Sloan Program

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**P**LANNING for American Youth—an Educational Program for Youth of Secondary-School Age (1944) published by the National Association of Secondary-School Principals, recognizes the development of competent citizens. The curriculum suggestions outlined for the Farmville High School carries teaching through the fourteenth year. Whether we look at the program for the seventh or fourteenth year, however, great emphasis should be given to building attitudes and abilities which will help pupils become better family members. The first prerequisite for competent citizenship is competent family membership. From this first prerequisite springs the natural transition to competent citizenship.

The question then to be raised by most teachers is not one of whether we should include teaching material directly related to problems of everyday living, but rather how such problems shall be tackled in the school program. Obviously, any consideration of problems of everyday living will place the ordinary necessities—food, clothing, and housing—high on the curriculum priority list. Teachers, trying to stretch the salary dollar over inflated living costs, need no deep scientific study to be convinced on that score. It is not always so easy, however, to construct a practical, working schedule. Perhaps no two schools will solve their problems in the same way. Perhaps no two schools will even have exactly the same problems to solve. This necessarily requires planning on an individual school basis if the effort is to produce satisfying results.

Bradford Academy, once a private school but for many years now the public high school, is typical of many rural high schools in Vermont. It is not a consolidated school in the ordinary sense of the term, but it was one of the first Vermont schools to use school buses and it draws its high-school enrollment from the village and a radius of about fifteen miles. Because of its location in relation to the Connecticut River and to neighboring schools, the patronage area is confined to approximately the form of a semicircle. The area is agricultural, but the land is varied from river bottom to steep hillsides. Farming is very largely dairying. The village of Bradford, where the school is located, has a population of about 700. The high school includes grades seven through twelve. There are twelve teachers including the principal. The curriculum includes courses in vocational agriculture, homemaking, and typing, besides the offerings of general and college preparatory courses. Physical space and equipment of the school includes adequate gymnasium, auditorium (with 16-mm projection facilities), and agriculture shop. The pupil enrollment is approximately two hundred.

## RELATING INSTRUCTION TO COMMUNITY NEEDS

Beginnings were made with a series of teachers' meetings during the year 1943-44 to present the whole problem of relating instruction to community needs in food, clothing, and housing. Sample sets of publications from the Kentucky, Florida, and Vermont projects were circulated among teachers but since these dealt primarily with instruction in elementary grades, little was attempted on a high-school level that year.

During the summer of 1943, the superintendent of schools, while attending the University summer session, outlined a general plan of procedure for co-operation between the schools in his district, including Bradford, and the Sloan project. These general plans provided for:

- A. Continued meeting of teachers to discuss:
  1. Known problems of food, clothing, and housing in the area.
  2. Ways and means of discovering problems not commonly recognized.
  3. Methods of attacking problems in the school program.
  4. Selection of at least one school project for special consideration.
- B. Special efforts to discover and make use of the many existing resources for help.

Some resources immediately available were the supervisors of special subject-matter fields from the State Department of Education, together with State Department bulletins; the Agricultural Extension Service and its publications; and the Sloan Foundation program and publications. As a result of faculty meetings, community problems to be considered were limited<sup>1</sup> to those of food, clothing, and housing for two reasons. First, it was felt that there had to be some limits to a beginning program and that the fields of food, clothing, and housing would be sufficiently broad to include desirable variety. Secondly, food, clothing, and housing represent significant problems and would contribute toward co-operation with the Sloan project.

In the field of housing it was decided to concentrate first upon improvements in the schoolhouse itself. Improvements in arrangement and housekeeping of each room were discussed with pupils and carried out. Particular attention was given to proper care in hanging of garments and to making all schoolroom space usable. These school improvements continued to form a basis for discussion with pupils and resulted in complete redecoration of the junior and senior rooms in the year 1945-46.

It was decided that foods and nutrition should be more fully studied in science classes. A hot-lunch program was already under way in the elementary rooms.

Clothing, besides the work done with homemaking classes, received attention from the standpoint of care and conservation. In conjunction with good housekeeping, particular efforts were made to eliminate unnecessary wear and losses of clothing articles. Some time had been spent in the previous year

in repairing footwear, and in continuing this project more efficient shoe repair tools and machinery were added to the shop.

However, a number of circumstances, such as changing teaching personnel and pressure of the crowded day-to-day school schedule led to a decision that extra time was needed when concentrated thought could be placed upon improving the curriculum. Accordingly, a four-day workshop conference was planned for the beginning of the school year 1945-46.

The workshop was conducted for elementary and high-school teachers meeting together. One feature of the program was a half day devoted to visiting homes. All members participated in the visits so that a large majority of the homes of high-school pupils were visited. This part of the program was considered especially stimulating to the success of the conference.

Plans made out during the week have formed the basis of the work for the present school year. The redecoration of the junior and senior home rooms mentioned above is an example. Pupils, having a part in this work have become enthusiastic about carrying the decoration scheme further. They have made plywood silhouettes, representing class life, to go over the blackboards. Making the silhouettes gave some pupils a chance to develop artistic and manual skills. Pupils and teachers working together gave the school board inspiration to make other needed improvements.

The boys in vocational agriculture classes studied a problem of surface water at the shop entrance, and installed a concrete ramp and threshold to correct the fault. They also cut a new entrance door to the shop to make it more accessible to the school building. This furnished a job of improving time efficiency and gave the boys practice in making doors and steps. Home economics classes planned a new scheme of interior decoration for their laboratory and did the necessary work to carry out the scheme.

One interesting sidelight is that when one of the agriculture classes studied the problem of getting Vermont farm homes ready for winter several improved practices were discussed. As a result, one of the neighboring one-room schools was winter-proofed according to recommendations. It now serves as an example in its neighborhood for practices which will greatly increase winter home comfort.

Noticeable to those familiar with the school is a spirit of enthusiasm and purpose in all classes when each subject is considered and taught in its relation to contributions made toward better living conditions.

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## Summary Statement

GALEN JONES

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THE theme of the foregoing articles is that the high-school curriculum should make a real difference in better personal and community living. That there is a direct relationship between both the quantity and quality of the educational program and the economic well-being of a community has been demonstrated by a number of studies. The presentation in Dr. Clark's article not only gives evidence in support of this relationship, but also underlines the need for securing action in the improvement of the instructional program.

Dr. James Yen, leader of the Chinese Mass Education Movement, has recently returned to his country after two years study and consultation in the United States. What has been done under his leadership in China emphasizes the importance of the Sloan Foundation experiments in low-income communities. Dr. Yen's program is addressed to the problems of his people. According to him, these problems are illiteracy, poverty, disease, and misgovernment. What has been achieved by way of better personal and community living in two provinces of China used as pilot studies is challenging and encouraging. It is sometimes easier to recognize the validity, desirability, and crucial importance of the educational program in a foreign country than it is to appraise our own instructional program with candor.

The story of what has been done by the co-operating schools under the Sloan Foundation grants is the story of an instructional program which makes a difference. In Dr. McKenzie's article, a telling analysis has been made of the underlying philosophy of the programs as well as of the theory of learning and the curriculum reorganization which leads to better personal and community living. Here is the heart of the matter for those who can be challenged to experiment. For only upon the solid foundations of firm conviction can teaching and teachers be reoriented, functional administrative organization achieved, and the use of improved materials for learning realized.

Throughout these accounts a high premium has been placed upon local initiative as well as the primary responsibility of the individual school and teacher to prepare and organize its or his own instructional materials. We believe that the materials teachers assist in preparing, and the pupils of the entire group prepare, collect, or secure, or that pupils see and contact first hand or manufacture or construct with their own hands, are, in general, the most useful and effective. It is recognized, nevertheless, that auxiliary materials of all sorts, kinds, and types are desirable. For it is necessary that pupils see, feel, experience, and read about the activity under consideration in order that their experience may be broad and general, as well as specific and real. Again

auxiliary materials that encourage pupils to assemble and evaluate facts or select, from a number of ways or methods, the best one for their purpose, are particularly valuable.

With full recognition of the fact that vitality in instructional programs stems from the approach which the previous paragraph attempts to distill from these articles, there is urgent need for a nation-wide effort which would stimulate many schools to work in the field of economic education for better living. Creative endeavor is always at its highest in an environment rich with stimuli of the best which is known, thought, and practiced. The master teacher at work with youth in the selection of their own purposes and materials of learning, is the most eager and earnest of all teachers to have available, for his own adaptation, those materials, resources, devices, and aids which may enrich the instructional process.

There is a paramount need, therefore, for nation-wide co-operative effort which looks toward the extension of the "common-learnings" program. The co-operating schools described in this report were concerned with a core-type program which had economic education as its base. Is it not highly desirable for many school communities throughout the nation to plan and carry forward their own core-type programs centering around economic education, and designed to achieve better personal and community living?

Under our "way of life," improvements in any phase of corporate living come about slowly. There can be no mandate from state or Federal offices to promulgate curricular changes, however desirable they may be. Only by the co-operative efforts of a growing number of competent teachers and administrators throughout the nation can steady progress be made. There is no best pattern for achieving these goals; yet it is the responsibility of leadership, on the national and state levels, to see to it that knowledge of desirable practices is widely diffused—always with the focus upon local action.

Specifically, through its central office, the National Association of Secondary-School Principals may well act as the spearhead by employing its Discussion Group Project for these purposes. The Advisory Committee on the High-School Curriculum for the Sloan Project Schools is planning to prepare Discussion Group guides. Co-ordinators are active in most of the states. They will enlist the co-operation of the State Department of Education in the states as well as of the respective teacher training institutions in organizing and planning the Discussion Group programs. A "steering committee" appointed by the executive committee of the state secondary-school principals association usually assists the co-ordinator by assuming responsibility for planning and organizing these groups on bases—state, county, area—which are appropriate to the state's needs.

The obvious purpose of Discussion Groups, in this instance, is that a number of principals may be brought to accept the leadership of their respec-

tive school communities in a continuing study of the economic needs of girls and boys and ways of meeting these needs. The articles submitted by this advisory committee for this Bulletin give the supporting philosophy and psychology and indicate how this was done in the Sloan Project and in other communities. To secure the interest and enthusiastic support of the board of education and superintendent, the high-school staff, and of representative lay groups in the community, suggests procedures which are of unquestioned importance. The organization of a community advisory council has provided a continuing interest where it has been tried.

All of these activities are directed, however, toward one goal; namely, an improved instructional program in the individual school. Through school staff meetings, committee meetings within the regular school hours of the teachers directly concerned with the program, and by means of work with individual teachers, a study of economic needs and ways of meeting them become a reality. Curriculum materials and activities are there tried out and evaluated, followed by subsequent reports to the staff and the advisory committee about the results obtained. It is after some such pattern that the participative process operates in the school community.

The quotation from John E. Brewton which appears on page six has been the dominating theme of this report. It is felt that a reasonable case has been made for the study of economic needs, with particular reference to food, clothing, and shelter, as an important aspect of the "common learnings" program in the modern secondary school. It is our confident hope that many principals and teachers will be moved from conviction to action.

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## In-Service Growth Can Be Secured

PAUL W. HARNLY

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**H**OW to secure growth from inexperienced teachers and also from those who have been instructing pupils for many years has long been of concern to alert school people. Within recent years, the North Central Association of Secondary Schools and Colleges has recognized the need for organized study of these problems, and has had a committee, appointed for the purpose of stimulating discussion in this field, for preparing descriptions of promising techniques, and for the implementation of in-service education in the various schools. This article embodies many of the results of studies made by this committee and suggests some successful techniques used by various schools.<sup>1</sup>

The problems of in-service education seem to divide into two classes. The first concerns the creating of a school atmosphere conducive to growth. How can we get teachers to want to grow and improve? How can we overcome the inertia of self satisfaction? How can we direct more attention to the needs of boys and girls without seeming to advocate "soft pedagogy" and general techniques which have proven valuable in making education more personal and less mechanical? How may we provide more democracy in the school organization and administration so that the school atmosphere encourages the use of democratic techniques in the classroom?

The problems of the second group are more specific. Included in this list are such items as these: How best lead the staff to make use of community resources? How do teachers learn how to use pupils in planning units of instruction? What nonacademic experiences and cultural background should be developed among teachers? If a teacher must teach in more than one department, what combinations provide the greatest possibilities? What is the place of visitation of classes by the principal, and individual conferences after such visits? How best inaugurate a revision of the curriculum or the re-writing of a given course of study? What responsibilities for committee work and extracurricular activities should be assigned the inexperienced teachers?

Leadership by the principal in these matters is of major importance. There is not likely to be in-service development unless the administration gives positive guidance and direction. But leadership by the principal must not mean domination by him. The faculty must be faced with a challenge and should be assisted in organizing for co-operative effort. Teachers should do much thinking and planning together and must know that the decisions which the teachers make will be respected and followed. Teacher growth is greatly fostered by co-operative teacher effort when they sit down to work with other teachers from several departments who are facing a common problem.

<sup>1</sup>A few copies of the report, *A Study of In-service Education*, are still available and may be obtained by addressing Paul W. Harnly, Director of Secondary Education, 428 South Broadway, Wichita 2, Kansas.

Most faculties need some stimulation to study their problems and begin to do something about them. Sometimes this comes from the personal leadership of the principal. At other times it may result from the influence of members of the faculty who feel free to make suggestions for studying some problem. Regardless of how the program is begun, it is necessary to have a positive atmosphere conducive to growth. A passive attitude of the principal, even though there is no active opposition, is usually sufficient to discourage any teachers who might otherwise develop ability in group thinking.

#### ASCERTAINING COMMUNITY NEEDS

Something happens to teachers when they identify promising fields for study and try to provide richer opportunities for children. It is not always possible to enumerate the specific things which take place, but there is general agreement that it usually brings about desirable changes. The secret here seems to be that of getting teachers concerned about personal qualities, abilities, and attitudes which should be developed in students.

As an example of this in one school, the faculty decided to find out more about their pupils. They made careful studies of pupils, parents, and community. Who are the parents? What are their occupations? What is done during leisure time? What opportunities exist for employment? What will happen to these children? Where will they go? How many will go to college? Out of these studies, teachers began to see some needs of their pupils which could not be satisfied by traditional departmental subject matter.

When this staff of teachers became really concerned about helping their pupils find answers to these questions, they began to modify and reorganize the things which were being taught. It was then that faculty meetings planned to meet these very definite situations began to function. There was evaluation of what was being done in terms of valid objectives. Teachers felt a real interest in discussing purposes of education for their own school. Committees of teachers organized horizontally within a grade began to bring a variety of background and subject information to bear upon the new curriculum problems. There was an incentive for searching the literature. There was pupil-teacher planning because the teachers saw a reason for adapting the work to student needs. Teachers began to investigate what was being done in other neighboring schools and planned for the interchange of ideas.

Some questions which have been the basis of in-service discussion and growth are:

1. How shall the faculty plan the preparation of a handbook of procedure for teachers?
2. How can the teachers of a grade work together to co-ordinate the program of instruction?
3. How shall we develop a statement of school philosophy?
4. To what extent should youth engage in community activities?
5. What is a desirable program for the noncollege pupil?

6. What is the role of the classroom teacher in more effective guidance?
7. How does a school organize to provide a long-range curriculum program?
8. What carefully planned experimental work would be valuable to the pupils?
9. How may the school increase the effectiveness of its visual program?

One might continue to enumerate the many things which a staff could do. Although there is nothing unique or magical in this program, our studies have indicated that only a few schools have a systematic plan for defining their own problems and organizing to solve them.

One must always think of teacher growth in terms of pupil welfare. In-service education of teachers should never be an end in itself, but should be one way of providing better and richer learning experiences for our pupils. One sometimes hears a principal or superintendent tell with much pride of his in-service training program. He describes the plan of organization, lists the different committees which have been appointed, and produces voluminous reports to prove that progress is being made. All of these things probably have a place in the program, but the final test of its effectiveness is whether desirable changes are being made in the individual classrooms.

#### IN-SERVICE GROWTH OF TEACHERS

At present, a committee is working on a typical problem of the secondary-school youth in Wichita. It is a study of intergroup relations in our schools. They are not concerned alone with race or color, although this is very important. In this study, they have found many problems of slow-learning pupils, of over-privileged, snobbish children, and of children who live on the wrong side of the tracks. It is not alone a problem of extracurricular activities, of school parties, of control of school elections, and of general social standing around the school. Every teacher knows of pupils who do not participate as they could or should. Some are rejected by their classmates, some are unjustly treated by their teachers, some get caught up in little cliques, while some rule themselves out of full participation by their own behaviors. The committee is trying to locate what schools are trying to do about these things and how teachers plan together to help boys and girls to eliminate such handicaps. As teachers identify these problems, come to understand what happens to youth, and then co-operatively do something constructive, in-service growth occurs.

It seems clear from our studies that there is no one way for securing teacher growth. In this work, no faculty can hope to adopt in detail a plan from another school. Many ideas which are valid in one situation will be failures if tried in another school under different conditions.

Much progress has been made but we are far from solving the problem. Perhaps it is significant that there has been much recent emphasis upon supervision, curriculum construction, qualitative evaluation, summer workshops, and in-service training. The fact that the teachers are increasingly aware of these activities and are trying to make intelligent use of them is wholesome.

## Guidance Programs in Small Schools

CLIFFORD P. FROEHLICH

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**W**HAT do you consider the most difficult problems in carrying out an effective counseling program in your school?" queried Leonard and Tucker<sup>1</sup> in their survey of guidance practices in the schools of the United States. This article is an attempt to point out to the administrator of the small schools ways that these difficulties can be overcome. In the six years that have elapsed since the study was completed, little has been done to assist the administrator of the small school. Truly he is the forgotten man. Of the myriad books that have been written in the last decade dealing with the techniques, organization, and administration of the guidance program only two or three have been oriented to the small school. Yet the small school administrator has under his supervision the education of nearly a fourth of the youth of our country. That organized guidance has been a "big-city" activity cannot be denied. Greenleaf and Brewster<sup>2</sup> found that out of 23,032 high schools surveyed only 14 schools with an enrollment of 200 or less had counselors or guidance officers devoting half or more time to guidance activities. This statistic is even more significant when it is realized that slightly over 65 per cent of high schools have a population of less than 200. However, in the Brewster and Greenleaf study of counselors and guidance officers in public high schools it was found that "Public school systems usually provide some form of guidance service for pupils."

It is likely that administrators of many small schools would assert that they have provision for guidance even though they do not have an "organized program." Chisholm<sup>3</sup> answers these assertions rather pointedly with his remarks on "incidental guidance." In describing a certain high school which was ranked low on the guidance section of a secondary-school-evaluation project of the American Council on Education he writes, "Some work in the field of guidance was being done in this school, but it could be listed primarily as incidental guidance. A few students would come to members of the staff and talk about their problems. At times members of the staff made appointments with students and spent considerable time and thought helping students meet and solve their problems. All this was done, at least in a majority of cases with a wholesome attitude of helpfulness, and it was accepted as such by the students. . . . Some worth-while guidance was being done . . . The shortcomings of an incidental program of guidance, however, should not be overlooked.

<sup>1</sup>Leonard, E. A., and Tucker, A. C. *The Individual Inventory in Guidance Programs in Secondary Schools*. Washington, D. C.: U. S. Office of Education, Vocational Division. Bulletin No. 215, 1941.

<sup>2</sup>Greenleaf, W. J., and Brewster, R. E. *Public High Schools Having Counselors and Guidance Officers*. Washington, D.C.: U. S. Office of Education, Misc. 2267, 1939.

<sup>3</sup>Chisholm, Leslie L. *Guiding Youth in the Secondary School*, New York: American Book Co. 1945. pp. 10-11.

Its cardinal sin is its omissions. But there is a second weakness almost as great as the first: incidental guidance rests on a weak substructure."

An incidental guidance program does not reach all of the students in a school. Too often it makes provision for handling the "problem cases" only. The shy girl who never bothers anybody is allowed to underachieve. The personable youth is allowed to devote a disproportionate amount of his time to extracurricular activities. These and many other equally unacceptable educational procedures pass unnoticed because there is no systematic effort made to serve *all* of the students. The weak substructure to which Chisholm refers is the lack of background for the discussion of a student's problem. The student presents a problem for which a solution must be found forthwith. Consequently, the counseling interview, which is the heart of any organized guidance program worthy of the name, rests on the personal opinions of the counselor and counselee. Instead of the solid foundation of an adequate individual inventory supporting the interview, "on-the-spot" judgments and personal whims are the rule in incidental guidance programs.

This article is not a plea to the small school administrator to ape his colleagues in the larger schools by adding staff members to handle the guidance program. Such a suggestion would be foolhardy in view of the financial condition of most small schools. Considerations other than financial make it inadvisable to add guidance specialists to the small school staff. In fact, the responses obtained to the question asked by Leonard and Tucker indicate that the major problem is not lack of finances nor the lack of a full-time guidance specialist. Rather the chief difficulties are: lack of time, lack of trained personnel, inadequate philosophy of guidance, lack of co-operation with home and family, curricular inadequacies, lack of testing facilities, inadequate records, and lack of occupational information. In spite of all these difficulties "incidental guidance" is not the only solution. To present acceptable and feasible alternatives is the aim of this article. Each of the principal difficulties listed will be discussed.

#### LACK OF TIME

To the schools reporting lack of time as a difficulty, an easy answer to give is "Put first things first!" But is it a matter of putting some things before others in the school, or is it the problem of finding time in the busy schedule? The consensus among school officials is that there is truly a lack of time. It seems obvious that it is necessary to lighten the load of duties which the school staff must carry, or at least find some way of spreading out the extra work inherent in the guidance function so that the duties of any individual are not overwhelming. In consolidated schools containing all grades, differences in subject matter combined with extra work caused by the greater participation of their students in extracurricular activities often throw a disproportionate burden on the secondary teacher. In many schools the ele-

mentary teacher is not called upon to be responsible for a fair share of the extracurricular activities. One superintendent found that by carefully selecting his elementary grade teachers he could assign many of the extracurricular duties to them. This made for a more equitable distribution of nonclassroom duties among all of the teaching staff. Many schools have found that most of the clerical details which are such a burden to the administrator and faculty of the small school could be delegated to relatively inexpensive part-time clerks. This leaves much more time for work at the real job of educating.

Often a step-by-step establishment of a guidance program will help in solving the time problem. One State Supervisor of Occupational Information and Guidance has a "Step-by-Step Plan" which points out that the guidance program must grow in the schools—it cannot be superimposed on the school without adequate preparation. The guidance program must be developed over a period of time. Consequently the school administrator may well find one phase of a guidance program that can be instituted within the time and facilities available. By attacking one phase at a time the establishment of a functioning program of guidance will not be burdensome. Some schools may find it more advantageous to attack the problem by working with one section of the student body rather than with a specific phase of the problem.

As the program swings into operation with one phase or with certain students, it will be possible to add to it without much difficulty. Schools have found it feasible to have students assist in the collection and filing of occupational information, in the scoring of tests by using a system which conceals identity of individuals, and in the performance of many clerical duties. One school collects valuable personal data about its students in English class by requiring a theme entitled "My Autobiography." "Survey of Jobs in Our Community" was a project of a social studies class in another small school. All of these activities contribute to the going program of guidance, yet they do not require additional time on the part of the school administrator.

#### LACK OF TRAINED PERSONNEL

The techniques used by the counselor are not mysterious or highly technical. They are described by the phrase "applied educational common sense. The untrained layman cannot, nevertheless, undertake the direction of a guidance program without special training in guidance techniques. The small school administrator, by reason of his education and experience, should be able to master the techniques of guidance with little difficulty. There is no doubt that many of the guidance techniques require specialized skills, but some of these are not acquired as the result of formal training only but rather of practice plus study. No person can do an effective job of counseling upon the completion of only a program of study. With study must come actual experience. The opportunity for gaining actual experience in counseling is presented to the small school administrator almost daily. By accepting these op-

portunities and combining them with a course of self-study, he can make marked progress towards becoming a skilled counselor.

To expect one person on the staff to become *the* guidance specialist in the school is unreasonable. A much better plan is to divide the responsibilities for the different aspects of the guidance program among various staff members. One teacher may be in charge of occupational information, another specialize in the individual inventory, or a third work on the problem of co-ordination of school and community activities. In this way responsibilities can be divided among staff members. However, one member of the staff should have over-all responsibility for the program.

As previously pointed out, it is necessary for educators in small schools to prepare themselves to handle the guidance aspects of the school's functions. Much information and skill can be acquired on the job through the use of correspondence courses, faculty discussions and reports, attendance at workshops and conventions. It should not be implied that all training for guidance work must be carried on in groups. Quite the contrary is true. Individual reading of technical books dealing with techniques and periodicals describing successful programs, procedures, or containing occupational information will be helpful. If possible, individuals should visit several schools having functioning guidance programs.

In nearly every state a State Supervisor of Occupational Information and Guidance is available to the school administrator. With his aid much in-service training can be arranged without cost to the local school. Each year the United States Office of Education publishes a directory of colleges and universities where specialized training in guidance may be pursued during the summer months. This same Office also periodically prepares bibliographies of publications on guidance principles, practices, and techniques which will be sent free of charge to any school administrator.

#### INADEQUATE PHILOSOPHY

What difficulties due to an inadequate philosophy of guidance are experienced by schools establishing a guidance program? The chief difficulty as reported seems to be a lack of common understanding of accepted guidance objectives and procedures between administrator and faculty. In some schools the development of a common philosophy has been hindered by confused terminology used by guidance workers. For example, sometimes the home room is defined as an "administrative convenience" and at other times as the place where intensive individual counseling is carried on. Even the word "guidance" itself is not clear to all officials. Some claim it is a synonym for all education and others hold it is a label for the processes used for discipline. Out of these confused meanings the small school administrator with the aid of his staff must select a set of terms which they can agree upon to denote specific functions. Once the terms are clearly defined the first step toward

developing a common philosophy for the guidance program of the small school can be taken.

To complicate the matter further, there is a diversity of opinion about the value of certain guidance methods. Some guidance workers believe that the heart of the program is testing; others are equally certain that the testing program is only one of the tools used to reveal the strengths and weaknesses of individual students. To some educators these differences in opinion may appear to be differences in philosophy. Quite the contrary is true. Wholly different methods may be used to reach the same objective. If the philosophy of the guidance program is agreed upon and understood by all members of the staff, then the school may select any techniques that best serve its needs. Here again the small school administrator must take the lead in setting forth clearly a practical philosophy of guidance. When this philosophy is finally accepted by members of the staff and becomes the school's philosophy, then the guidance program is ready to advance. Many publications of the Occupational Information and Guidance Service of the respective states and of the U. S. Office of Education can be used effectively by the administrator and faculty to develop a suitable philosophy. The small school administrator must co-operate with the teachers during the planning stage when the philosophy and objectives of the program are being formulated. One State Supervisor recommends that a committee of teachers discuss and prepare recommendations for consideration by the entire staff before any of the guidance functions are established. Thus they learn about guidance programs and co-operate readily.

#### LACK OF CO-OPERATION WITH HOME AND FAMILY

Is not "lack of co-operation with home and family" just as sad a commentary on the schools as on the homes? Through PTA or other organizations, parents can sometimes be brought to greater co-operation with the school. But it seems to be the opinion of many schoolmen that this method is of limited usefulness because few parents will attend any kind of meeting. Further, the majority of parents that do come are not those most needing enlightenment. However, instead of seeking the solution through group activity, more fruitful results can frequently be obtained by requesting individual participation. A single parent can easily be reached by phone or a written note. Ordinarily, a personalized request to help with the pupil's problems is accepted readily. The adoption of a reporting form which reflects the child's growth rather than just academic grades has been used effectively. Commencement exercises are usually the one school event when many parents are present. One school takes advantage of this opportunity by having students plan and participate in a commencement program developed around some guidance theme rather than having an outside speaker. Another school makes it a practice to include the short, printed discussion of some educational problem with each report card sent to the parent. Still another school makes use of the short questionnaire to

obtain information about the home. As a follow-up to the testing program, a certain school invites parents to arrange for a private interview when the results of the tests are discussed.

#### CURRICULAR INADEQUACIES

Counseling, and consequent decisions, with regard to problems of education and training may be futile without adequate provisions in the curriculum, and here the small school is obviously handicapped. It is true that the small school can offer only a limited number of subjects. Many students are unable to take the courses which would best serve their needs. But it is of little use to bemoan these inadequacies. Actually a large portion of the average student's education comes from activities outside the classroom. The proper choice of these activities so that they supplement the classroom experiences and contribute to the goal of satisfactory adjustment is equally as important as the proper selection of subjects.

The classic example of the timid girl who made a much better social adjustment after a part in the class play is frequently cited as a value of co-curricular activities. Unfortunately there are many co-curricular programs where participants are not selected with regard for the benefits they could obtain, but rather because of their proven ability. The small school administrator should investigate co-curricular activities, outside paid employment, vacation employment, and community activities which can contribute to the well-rounded education of his students. These activities can compensate to a large degree for curricular inadequacies.

Important modifications within the classroom to answer the needs of individual pupils can be made to co-ordinate instruction with the implications of the guidance program. For example, through individualization of instruction it is possible for students to prepare for college entrance examinations, secretarial training, and salesmanship in the same English class.

The Armed Forces have demonstrated the possibility of offering a wide variety of subjects by correspondence. Nebraska and North Dakota have workable high-school correspondence programs in which many small schools participate. Here a direct answer to the inadequacies of the curriculum is found.

#### LACK OF TESTING FACILITIES

A functional guidance program can be developed without the administration of any tests. In fact, unless faculty members familiar with the use of tests are available, it is better to develop the other more important aspects of the program. Eventually a point will be reached in the development of the program where the introduction of a testing program will be desirable if facilities are available. Schools in one county solved their problem by pooling their funds to pay the cost of a part-time specialist in testing from a nearby college. He divided his time among the schools helping with the administration of

tests, but his most valuable contribution was the in-service training program which he conducted for the staff of each local school. Another school found that the tremendous work of scoring tests could be delegated to students by devising a plan so that identity of a testee's papers was not revealed to the scorer. The teachers in the elementary grades were asked by the superintendent of another school to assist in the scoring of a series of vocational aptitude tests given the high-school students. Perhaps one of the most practicable suggestions is to stagger the program by testing one or two grades at a time. Much testing can be eliminated if tests are administered on a selective rather than wholesale basis. Co-operative arrangements with colleges to provide scoring service are feasible. A certain state college scores tests at cost for high schools within the state. In addition to providing scoring service, this college purchased a supply of test booklets which it rents to schools at a reasonable rate. This reduces the cost considerably because one booklet serves many students.

Many schools can make provision for the administration of one or two tests without difficulty and with a net gain. If only one test can be given, an achievement test is usually most useful. It provides an objective evaluation of each pupil's progress. It is possible to identify many students in need of counseling or individualized instruction if scores are compared with grades and vocational or educational plans. A by-product from the achievement testing program is gained by comparing average scores in the local school with national norms.

A scholastic aptitude test might well be the second addition to the testing program. Many useful comparisons can be made by contrasting scholastic aptitude scores with achievement test results, grades, or vocational and educational plans.

#### INADEQUATE RECORDS

That the school must have adequate records might well have been included in the discussion dealing with "lack of time." Certainly no single guidance device will save the school administrator as much time as adequate records. Answering requests for information about graduates is indeed time consuming. Yet with a good record system the information requested is readily at hand. Relying on memory for details concerning students causes errors which require an unreasonable amount of time to correct. Putting information in a form so that it can be transferred to another school can be speeded by adequate records. A functional record will provide enough information so that when counseling is done (and every schoolman at times has to do some) it can proceed on solid footing at once. The interview need not be delayed while a time-consuming frantic search is conducted for information that might be collected routinely and efficiently. The actual form of an adequate record system can readily be, and in fact should be, designed to fit the needs of the local schools. One school started by having a blank file folder for each

student. From time to time forms designed to collect information about the pupil were put into use. When complete, they were simply dropped into the student's folder. The forms, incidentally, were run off on the school's duplicating equipment. After a few years the folder became a veritable treasure house of information about the student. The Occupational Information and Guidance Service of the U. S. Office of Education has available loan kits containing a wide variety of sample forms which can be used to get ideas for designing the forms for use in a small school. These kits are sent free of charge for one month to any educator requesting them. Ruch and Segel<sup>4</sup> have discussed the items of information which should be included in the record system. Segel and others<sup>5</sup> in a later study discuss cumulative records. Both of these publications can be obtained at little cost from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Much information can be obtained directly from the students by having them complete questionnaires. Such information as family background, hobbies, or educational or vocational plans are examples of the kinds of information that can be collected in this manner.

#### LACK OF OCCUPATIONAL INFORMATION

The need for occupational information is one of the most urgent in the small school. There are many publications which outline techniques for providing occupational information. Most of these procedures can be carried on in the small school without great expenditure of time or money. To discuss the variety of techniques is beyond the scope of this article, but much assistance can be obtained from the State Supervisor of Occupational Information and Guidance. He can also help schools by providing them with lists of sources of available free occupational material, bibliographies of inexpensive literature, or in the selection of books and pamphlets. A very usable and inexpensive system of filing occupational information in the small school has been developed by the New York Bureau of Guidance.<sup>6</sup> One school found that a student interested in library work as a career successfully maintained an occupational file as an extracurricular activity. The composition class in another school wrote letters requesting free information. In another school at the beginning of a new term two periods were spent in a discussion of the vocational implications of the mastery of English. Other schools have supplemented their libraries by borrowing occupational literature from their state libraries.

The need for local occupational information has become apparent to an ever-increasing number of schools. Community surveys can be made a school

<sup>4</sup>Ruch, G. M., and Segel, David. *Minimum Essentials of the Individual Inventory in Guidance*. Washington, D. C.: U. S. Office of Education, Vocational Division, Bulletin No. 202, 1940.

<sup>5</sup>National Committee on Cumulative Records. *Handbook of Cumulative Records*. Washington, D. C.: U. S. Office of Education, Bulletin No. 5, 1944.

<sup>6</sup>Guidance Bureau of the New York State Education Department. *Plan for Filing Unbound Occupational Information*. (Revised) THE CHRONICLE, Port Byron, N. Y.

or class project. Zapoleon<sup>7</sup> has outlined in detail the necessary steps to complete such a study. In other communities the school has obtained much information by co-operation with the local office of the United States Employment Service. A follow-up of high-school graduates yields some information about occupational opportunities.

Counselors should ask the Bureau of the Census for a copy of the release Series P-11 for their state to obtain subsections of the census which will provide local occupational information.

#### SUMMARY

To summarize, the establishment of an organized guidance program presents myriad problems to any school. The task appears even more formidable to the small school administrator because he is frequently called upon to operate a school without adequate budget or personnel. The major obstacles to effective guidance programs were discovered in a study of schools in the United States. Examination of each of these difficulties reveals that they are not insurmountable. Indeed, examples were cited of small schools that had, at least partially, overcome them. The way to an effective program of guidance organized to serve all the pupils so that each may live and make a living to the best advantage to himself and to society has been found by some schools.

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#### LATIN TAKES LIFE

THE students of the Fort Hamilton High School of Brooklyn, New York, enliven their classroom study of Latin by the use of weekly Latin bulletins prepared in conjunction with their instructor, Dr. Emory E. Cochran. These bulletins are short and are mimeographed. This weekly publication known as "Libellus" appears every Monday morning unless Monday falls on a holiday or on an examination day. Its specific title is *Nova Septimanaria*, that is, "weekly news." Each "Libellus" is based on a newspaper headline which is translated into Latin. As a rule a single word of the headline is developed etymologically and correlated with English and other languages. Latin quotations involving the word under discussion are frequently included.

The author has made these publications not only available to the students of the Fort Hamilton High School but also to other educational institutions. In fact, for the past three terms, high schools in all states of the United States, and Hawaii and Puerto Rico are on the mailing list. This publication is doing a fine type of work and is the only one of its types in the United States.

Schools wishing to receive the bulletins may secure them at 75c (do not sell stamps or coins) per semester. Special rates are obtainable from the author, Dr. Emory E. Cochran, Fort Hamilton High School, Shore Road and 83rd Street, Brooklyn 9, N.Y., for club orders. A large reduction in price is given when fifty or more are ordered sent to one address.

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<sup>7</sup>Zapoleon, M. W. *Community Occupational Surveys*. Washington, D.C.: U. S. Office of Education, Vocational Division. Bulletin No. 223, 1942.

## Providing Increased Higher Educational Facilities

**T**HIS statement is issued by the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., and summarizes the discussion on the current issue concerning the admission of qualified candidates to institutions of higher learning, by:

A. J. BRUMBAUGH, *Vice President, American Council on Education*  
PAUL E. ELICKER, *Executive Secretary, National Association of Secondary-School Principals*  
GALEN JONES, *Director, Division of Secondary Education, U. S. Office of Education*  
FREDERICK J. KELLY, *Director, Division of Higher Education, U. S. Office of Education*

A similar statement was issued for release on March 31, 1946, by U. S. Commissioner of Education John W. Studebaker.

These two releases on the same issue have had wide distribution and should now be directed toward all educational administrators who are in a position to consider and act on the suggestions that are offered.

### THE CURRENT SITUATION

**T**HE larger and more widely known colleges and universities have suddenly become crowded. Secondary-school graduates are being denied admission. Veterans can not get into the institutions of their choice. Students from foreign lands are applying in rapidly increasing numbers and can not always be admitted.

These colleges and universities are embarrassed by a serious shortage of teachers. Some textbooks can not be bought. Classroom space is inadequate. Laboratory equipment is short. But the greatest single embarrassment at these crowded college centers is the lack of adequate housing for students both on the campus and in the college community.

In spite of all these hindrances to "college as usual," it is recognized that for many young people, particularly veterans, college attendance is now or never. Something must be done. The colleges and universities feel a deep obligation to veterans, to recent secondary-school graduates, and to foreign students. Furthermore, public interest demands that college education must somehow be made available to qualified applicants in all three groups. The problems of veterans' education can not be considered apart from the problems of the education in college and universities of other groups. Making facilities available for one group may result in excluding from college part or all of other groups. Increasing facilities for one group may release facilities for other groups.

At least partial solutions of these problems are being found here and there throughout the country. From information about these solutions, the following suggestions are offered in the hope that they may stimulate other state groups, colleges, and universities to do something as promptly as possible to help meet the situation which is growing more critical every day.

#### SUGGESTIONS FOR MEETING THE SITUATION

##### *Suggestion 1. Unfilled Institutions*

Fortunately, colleges and universities as a whole are not crowded. Many of the smaller colleges of very good standing and practically all the teachers colleges and junior colleges are not full. The problem is one of better utilizing available facilities, as well as of developing additional facilities.

Several surveys of the institutions which can take additional students are now being completed and are available on request and order. The most current surveys on college openings now available are:

*Openings in Institutions of Higher Education*—Lists institutions that have openings for present term and fall term of 1946, as stated by colleges and universities on March 10, 1946. A single free copy may be obtained by educational officers on request from the Veterans Administration, Training Facilities Service, Washington 25, D. C.

*Enrollment vs. Capacity, Member Colleges of the American Association of Junior Colleges*—Lists and describes available educational opportunities in more than 400 junior colleges. Copies of the survey are available on order from the American Association of Junior Colleges, 1201 Nineteenth Street, N. W., Washington 6, D. C., at 25 cents per copy if payment accompanies order. Stamps acceptable.

*Enrollment Opportunities in Some American Colleges in Fall Semester, 1946*—Lists the probable available capacities for entering students in more than 400 liberal arts colleges, members of the Association of American Colleges. Copies are available on order from Joseph C. McLain, Principal, Mamaroneck High School, Mamaroneck, New York, at 25 cents each if payment accompanies order.

With the assurance that most colleges and universities will make every effort to admit the usual number of qualified secondary-school graduates of 1946, student counsellors and school administrators can do considerable to explain the possibilities of the present situation to students and their parents. Several suggestions are made here to secondary schools:

Secondary-school counsellors and administrators should

1. Keep themselves informed about the institutions of higher learning that now have, or will have the facilities to admit secondary-school graduates of 1946.

2. Advise secondary-school seniors who had planned to enter colleges which are now filled that there are educational opportunities available in other acceptable accredited colleges, teachers colleges, and junior colleges.
3. Advise students seeking admission to colleges in 1946 that the first year in many liberal arts colleges is in the nature of general education and can be taken at almost any accredited liberal arts college, teachers college, or junior college. Transfer of students with creditable records to other institutions a year or two later may be more easily effected at that time.

*Suggestion 2. Utilize Present Facilities More*

Each institution may be expected to crowd its classes, lengthen its day, utilize competent teachers whose qualifications may vary from usual requirements, recruit additional teachers by raising salaries, mimeograph more materials, put on more vigorous campaigns in the community to find rooms, deal with the Federal Public Housing Authority for temporary housing units, and hasten the development of its own building program. These are ways in which each institution, realizing the absolute necessity of increasing facilities for college students, will be able to do its part with little or no impairment of its standards.

*Suggestion 3. Put College Work in High-School Buildings*

Crowding is worst in metropolitan areas. High schools in these areas have excellent facilities in many cases, and frequently maintain their programs for a relatively short day. In these high-school buildings, additional units for education and training at the college level can be established. In securing staff for such units and in determining content of courses and organization of curricula, the co-operation of near-by colleges and universities may be sought. The college courses to be offered should no doubt be limited to the more elementary ones where facilities of the high school would require least supplementing from other sources.

Where local school authorities are considering the establishment of educational opportunities on the junior college level, professional assistance may be obtained from the American Association of Junior Colleges, 1201 Nineteenth Street, N. W., Washington 6, D. C.

*Suggestion 4. State-wide or Regional Planning*

Colleges and universities in a given state or region can co-operate in such a way as to bring to each institution such students, both veterans and others, as can be served best by it. Oftentimes, veterans apply at the state university for liberal arts work which is prerequisite to entering a professional school. The veteran's particular desire is to complete the professional work, such as business administration, at the university. The veteran is frequently entirely satisfied to attend some other institution qualified to give satisfactory prepro-

fessional work if he can be assured that on its completion he will be admitted into the professional school at the university. Furthermore, some colleges are quite willing to introduce new kinds of curricula commonly called for by veterans if they can have information as to the extent of the demand for such curricula. There has never been a time when co-operative effort on the part of all the institutions of a state or region has been so necessary to accomplish a very important educational purpose.

*Suggestion 5. Establish Branch Colleges in Vacated Plants or Camps*

Camps and other wartime buildings are being declared surplus. Without too much readjustment, these plants frequently lend themselves to educational purposes. A university or a college nearby might well secure such surplus property and establish a branch college or university in such facilities.

*Suggestion 6. Expand University Extension Services*

University extension divisions carried out during the war a program of short intensive courses very much like courses demanded now. For this purpose, they utilized high schools, colleges, and other institutions in communities scattered throughout the state. It should be possible now for extension divisions to co-operate with a large number of educational agencies throughout the state to establish branch educational centers with a variety of courses to meet the needs of all types of students.

These six suggestions add up to one thing. The institutions and state departments of education have the responsibility for developing the best possible program of education and training for veterans as well as for others. The situation is urgent, and it is earnestly hoped and confidently believed that educators throughout the country will, on their own initiative, find ways of providing higher education to meet the needs of all qualified applicants.

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### WORKSHOP IN SECONDARY EDUCATION

A WORKSHOP dealing with the problems of secondary education (grades 7-12) will be held at Jane Addams High School, Portland, Oregon, from June 17 to July 26. The workshop will carry eight hours of university credit, either graduate or undergraduate, upon payment of the regular summer session fee of twenty-five dollars, or may be taken without cost for eight hours of in-service credit. The workshop will be an all-day affair this year, running from 9 A.M. until 4 P.M. The demonstration class will be at the ninth-grade level. Three classes, English, social studies, and mathematics will be taught to the students in the demonstration class. The workshop will be conducted under the supervision of Paul W. Pineckney, Director of Secondary Education. Mr. Pineckney and the teachers of the demonstration classes will form the faculty of the workshop. All of them will be available throughout the day to aid teachers. Although the demonstration class will be at ninth-grade level, all secondary-school problems will receive the attention of the workshop group.

## *News Notes*

**SCHOOLS GRANT DIPLOMA CREDITS FOR BASIC MILITARY TRAINING—**A recent survey by the Department of Public Instruction reveals that Michigan high schools generally are following a consistent policy in the granting of credit for educational experiences in the armed forces. Of 422 replies received, 294 high schools are granting two units of credit for basic military training, 56 grant one credit, and 10 grant one-half credit. Thus three out of four high schools have agreed upon the two units of credit for basic training.

Approximately four fifths of the high schools (357) grant credit for specialized training programs and the off-duty courses taken in service in accordance with the American Council Guide. Diplomas based partially upon the Test of General Educational Development are issued by 230 high schools, while 59 high schools report the test is used as the total basis for a diploma. Thus, 289 of the schools reporting, nearly three out of every four, are basing the diploma partially or wholly upon the GED test results.

Ninety-one of these, or about one third, are granting a special or veterans diploma. The other two thirds are issuing a regular diploma. Eighty-eight high schools have so far not recognized the test as a basis for meeting diploma requirements. It appears, in summary, that the typical Michigan high school is awarding two units of credit for basic training, is accrediting military experiences which are listed in the American Council Guide, and is basing the diploma partially or wholly upon the results of the Test of General Educational Development wherever diploma requirements cannot otherwise be satisfied.—*News of the Week*.

**STATE PROGRAMS OF AVIATION.**—Elementary and secondary schools in several states have added aviation education courses to their curriculum during the 1945-46 session through the co-operation of the Aviation Education Division of the Civil Aeronautics Administration, a check by the Air Transport Association of America discloses. This brings the number of state school systems which have set up comprehensive aviation education programs with the assistance of the CAA to near the 20 mark, affecting more than one half of the population of the United States. Other states are in the act of sponsoring similar programs.

**EBONY, NEW PUBLICATION**—A new 52-page publication entitled *Ebony* began its first number in November, 1945. It is published monthly by the Negro Digest Publishing Co., Inc., 5125 Calumet Avenue, Chicago 21, Illinois. Subscription price, 1 year \$3.00; two years, \$5.00. The magazine is attractive in style and format and its reading content is presented in interesting words and pictures. It presents somewhat the appearance of *Life*. Its purpose as stated in an issue of the magazine is "to mirror the deeds of black men, to help blend America's blacks and whites into interracial understanding through mutual admiration of all that is good in both. *Ebony* is a magazine of, by, and for Negroes who are proud of their color. Therefore, the name—*Ebony*."

**CHANGES IN HIGH-SCHOOL PRINCIPALSHIPS, 1936-1946**—In his ten years as State Supervisor of Secondary Education, Russell Mack has been interested in the personnel and turnover of Massachusetts High-School Principals. The following study is made by a comparison of the 1936 Directory, issued by the Massachusetts State Department of Education, with the 1946 Directory:

It is interesting to realize that a very small number, 5 men or 1.6 per cent are not in educational work. A comparatively few, 14 principals or less than 6 per cent, have left the state. There are 129, or 51 per cent, who continue to be principals, so that the turnover in the ten-year period is approximately 50 per cent. Over 11 per cent of the principals have become superintendents of schools in the past ten years. Those who were principals in 1936 are divided into the following classifications.

<i>Classification</i>	<i>No.</i>	<i>Per Cent</i>
Remain principals in same high schools	118	46.2
Remain principals but not in same schools	11	4.3
Are in education, but not as principals	47	18.4
As Superintendents of Schools	29	
Other types of educational work	18	
In a different kind of work	5	1.6
Who are in education out of the State	14	5.5
Retired	26	10.2
Deceased	20	7.8
Whereabouts unknown	14	5.5
<b>Totals</b>	<b>255</b>	<b>99.5</b>

RECORDINGS OF BROADCASTS.—*Exploring the Unknown*, a series of weekly broadcasts designed to tell the story of scientific research and its practical application, first appeared on the air, December 2, 1945. In this series, an attempt is made to reduce research into the physical and biological sciences to dramatic, informative entertainment. In brief, each program is a documentary that should interest and stimulate the thinking of adults—businessmen and housewives—scholars, and school children. Revere Copper and Brass Incorporated, the sponsor of *Exploring the Unknown*, sees in this series of broadcasts an opportunity to project something of lasting value to a public it seldom meets. Thus, these programs include documentaries of such seemingly diverse subjects as "Plastics and Cancer," "Vitamins and Jet Propulsion," "Pneumonia," and "The Atom." The authenticity of each broadcast of *Exploring the Unknown* has been vouched for by such authorities in their field as Dr. Thomas Parran, Surgeon General of the United States, Dr. Morris Fishbein of the American Medical Association, Dr. Cornelius P. Rhoads, a director of the American Cancer Society, William L. Laurence, distinguished science reporter of the New York Times, and Leonarde Keeler, inventor of the Lie Detector.

It occurred to the sponsor that the *Exploring the Unknown* series should be recorded for classroom and adult study groups as supplemental aids to learning. Accordingly, arrangements have been completed with the Recordings Division of the New York University Film Library whereby nine selected *Exploring the Unknown* programs have been made available. They are "The Lie Detector," "The Flying Blowtorch" (Rockets and Jet Propulsion), "Cancer—Cause for Hope," "Plastics—Nature Gone Modern," "What is the Atom?", "Hidden Hunger" (Vitamins), "Pneumonia," "The Battle that Never Ends" (Pests), and "Eyes—Windows on the World." These come on 12-inch vinylite recordings at 78 rpm. One program is recorded on both sides of three 12-inch discs. They may be played on ordinary phonographs or on playback which operate at 78 rpm. The price per program is \$4.75. For additional information, write Recordings Division, New York University Film Library, 26 Washington Place, New York 3, N.Y.

**STATE AUTHORIZATION OF STUDENT FLIGHT INSTRUCTION.**—Wisconsin was the first state to authorize high-school contracts for student flight instruction. The State Department of Public Instruction has worked out a program of four hours of flight experience to supplement classroom aviation studies. The action of Wisconsin provides a model for the enabling legislation required in many states before high-school flight instruction can be given. Other states which have drawn up plans for flight experience in connection with high-school aviation courses include Ohio, Alabama, California, Connecticut, Illinois, Michigan, Pennsylvania, Tennessee, Texas, and the District of Columbia.

**HISTORY TEACHING IN JAPAN SUSPENDED BY ALLIED EDICT.**—The suspension of teaching of Japanese history, geography, and morals by Japanese schools has been ordered by Allied Headquarters. Textbooks and teachers' manuals, the Education Ministry was told, must be collected and destroyed and the pulp used to make new books from which militaristic ideas are eliminated. Current-events programs tied to radio news periods will substitute for three subjects with which Japan's military clique indoctrinated school children. The open discussion method is planned whenever possible, students debating what is happening to Japan and to the rest of the world. The Japanese Education Ministry is preparing to have textbooks on the three subjects rewritten, and temporary substitutes, probably in pamphlet form, are planned for this spring. The order covered fifty textbooks and teacher's manuals from which, Allied Headquarters discovered, excisions would be impracticable. It also rescinds all regulations telling teachers how to present the three subjects. Brig. Gen. Ken R. Dyke, chief of the Civilian Information and Education Section, revealed the plans for rewriting history textbooks, giving the greatest latitude possible to free speech. "I see no reason why the Japanese should not have pro-Japanese histories," he said. "All nations relate history from their own viewpoints. As long as Japanese scholars put the early history where it belongs, under the category of folklore, and as long as they do not indulge in misstatements of fact, they will be allowed to write 'Japanese' history."—*The Journal of Education*.

**DISC RECORD ALBUMS OF EXCERPTS FROM FDR's MAJOR SPEECHES.**—Production of a two-volume record album of excerpts from the speeches of Franklin Delano Roosevelt has been announced by the National Broadcasting Company. Titled ". . . rendezvous with destiny," the 12-disc album, which consumes approximately two hours' playing time, is the first in a series of NBC documentary recordings. The album was designed expressly for educational use. In addition to schools and colleges, it also will be made available to radio stations, libraries, and individuals. Most of the historical speeches of Mr. Roosevelt, from his first inaugural address on March 4, 1944, (". . . the only thing we have to fear, is fear itself") to his March 1, 1945 report to Congress on the Crimea Conference, (". . . I hope that you will pardon me for an unusual posture of sitting down. . . .") are represented in the excerpts transcribed to 78 rpm. discs as "living history" that can be played on home-type phonographs and record-players. The title of the album is taken from Mr. Roosevelt's acceptance of the second Presidential nomination—"This generation of Americans has a rendezvous with destiny." The albums will be available through the NBC Radio Recording Division, New York. They are priced at \$15 each, plus transportation, with discounts for quantity orders.

**FOR YOUR SUMMER TOUR.**—The Asociacion Mexicana de Turismo, Avenida Juarez Num. 76, Mexico City, has prepared interesting illustrated material on Mexico. This material includes a *Directory of Hotels* giving size and price of

rooms, a beautiful, illustrated folder—"Mexico, the Land of Contacts," and a series of descriptive and illustrated booklets including *Mexico* (36 pp.), *Acapulco* (36 pp.) *Veracruz* (36 pp.), *Oaxaca* (28 pp.), *Queretaro* (28 pp.), and *Quanajuato* (28 pp.).

**SURPLUS PROPERTY.**—Some of the same Army and Navy bombers and fighters that played havoc with Germany and Japan in war are being used in peace for educational purposes in the nation's schools and colleges. Rather than delegate these battle-worn winged warriors and other obsolete craft to the scrap heap and melting pot, they are being made available to qualified educational institutions at a nominal sum through the Reconstruction Finance Corporation. More than \$40,000,000 worth of aircraft equipment has been turned over to schools to date for use as "guinea pigs" for aviation students.

An estimated 30,000 schools and colleges are eligible to purchase Army and Navy surplus planes and aircraft equipment through the Reconstruction Finance Corporation for use in classroom, research, and other nonflight activities, it was revealed in a check by the Air Transport Association of America. Items listed for distribution read like a summary of America's redoubtable warplanes. For instance, when available, a Helldiver, Avenger, or Thunderbolt may be procured for \$100; Grasshopper, \$50, and the Liberator, most expensive ship, \$350. Engines bring \$10 and a dollar bill will net anything from a hydraulic oil accumulator to bomb bay door and wing flap valve assemblies.

**LIBRARY OF CONGRESS TO UNDERTAKE GOVERNMENT FILM DISTRIBUTION.**—Establishment of a central clearing house of information on government motion picture film and the necessary facilities for the distribution of such film is being undertaken by the Library of Congress, Washington, D.C. The film under consideration consists principally of 16-mm motion pictures that have already served the original purpose for which they were created and that have been distributed administratively by the agencies of origin. It will consist also, but in a smaller degree, of film inherited from liquidated agencies or as the result of liquidated functions within continuing agencies. Catalogs and listings of available film will be published by the Library of Congress as soon as possible and will be made available to film users throughout the country. Government agencies in Washington will be served directly by the Library, while distribution to schools, clubs, civic and industrial groups, and the general public will be served through qualified film and book libraries.

In announcing the Library plans, Luther H. Evans, Librarian of Congress, stated, "Many government agencies and educational and commercial associations worked together during the war to produce and distribute motion pictures as an aid to our war job. Many of these films have lasting educational and historical value. In order further to utilize them, the Library as a central film agency will perform the informational and distribution duties which have been discontinued by the former Office of War Information and the War Bond Division of the Treasury Department." Dr. Evans emphasized that this proposed film program is in its formative stage and the new obligations it represents cannot be assumed until funds and personnel become available in July, 1946. It is urged, therefore, that prospective film users withhold requests for such service pending a further announcement.

**ALLIED YOUTH'S BRIGHT NEW HOME.**—Allied Youth, a national youth organization working among high-school youth in alcohol education and alcohol-free recreation, after having temporary headquarters for a number of years in the National Education Association building, has recently moved into its own

new home, 1709 M Street, N.W., Washington 6, D.C. Its new headquarters has become a conference center as well as a clearinghouse for facts and program helps, here in the Nation's Capital. They now have a splendid property, within a block of Connecticut Avenue, of the National Education Association, the National Geographic Society, the General Federation of Women's Clubs and the Mayflower Hotel, and within two blocks of the new Statler Hotel. On this property which, competently and attractively remodeled, has a conservative value of not less than \$30,000, every cent has been paid. Income on the property takes care of all cost of operation of the building and provides Allied Youth its rent without charge and a fair return on the investment. New members have been added to the Headquarters staff and new members are to be added to the field staff during 1946. The Board of Trustees and the officers propose immediately to raise an additional \$25,000 over the amount expended for the regular budget in 1945 to make the proposed staff additions possible. Under the capable direction of its executive secretary, W. Roy Breg, Allied Youth is rapidly expanding its services to the nation's youth. Daily new Posts in the high schools of the nation as well as the individual membership within the Posts are increasing. Full information about this work can be secured by inquiry to W. Roy Breg, Executive Secretary, Allied Youth Inc., 1709 M Street, N.W., Washington 6, D.C.

**EUROPE'S HOMELESS CHILDREN UNDER UNRRA.**—Europe's millions of homeless children are one of its most desperate problems. Poland estimates that more than 500,000 of its youngsters are orphans or half-orphans; Yugoslavia also sets its figure at 500,000 Greeks between 50,000 and 60,000; tiny Albania 4,000, while Czechoslovakia has found more than 50,000 in the ravaged "Black Belt" of Eastern Slovakia alone. In many cases their parents died that these children might live—died of starvation while the children ate, or were killed protecting them with their own bodies from shellfire. Others were orphaned by mass executions of adults. Some of these homeless children are in child-care institutions operated by the government, by a religious group, or by one of the many private welfare agencies working in Europe. Most of these institutions were almost depleted in resources at the end of the war, and to them UNRRA is getting basic supplies of food, clothing, shoes, beds, blankets, and cooking utensils. These supplies are also going, wherever possible, to some of the unorganized efforts to take care of children—such as that of a young Greek girl who gathered over twenty waifs in a windowless house in Piraeus, where they were found by a welfare worker sleeping on the floor, in rags, without heat, all the food that they could scrounge cooked in the one single large pot. In every country the governments are making Herculean efforts to take care of homeless and hungry children.

UNRRA officials, Allied liaison officers, and army representatives of the three zones of western Germany met the first of February to intensify the drive to locate and repatriate the "hidden children" of Germany—allied children who have been absorbed into German families. Several specific steps will be taken: German authorities must report all United Nations children within their territories up to the age of fifteen; war criminals at Nuremberg are to be questioned; captured enemy documents are to be carefully read; Berlin police records are to be searched; and the aid of German welfare institutions to be enlisted. Some allied children have already been found in German orphanages.

**DOCUMENTARY FILMS.**—The formation of a new film production company, to make motion pictures in the public interest, is announced today by John Ferno, Irving Jacoby, Henwar Rodakiewicz, and Willard Van Dyke. All of them pioneers in the field of Documentary Film-making, the officers of the new firm

have produced and directed such outstanding pictures as *The City*, *The Four Hundred Million*, *Valley Town*, and *The Pale Horseman*. They also have production credits on twelve of the documentary classics now being shown at the Museum of Modern Art. A production unit is now preparing to leave for the Caribbean, where the first picture of the company is to be filmed. The new firm is known as Affiliated Film Producers, Inc. with temporary headquarters at 164 East 38th Street, New York 16, N.Y.

**NEW RADIO SERIES ON MOTION PICTURES.**—"Estimates on Current Motion Pictures" will appear on the air in a weekly broadcast title *Preview Report from Hollywood*. The 13-week series is heard on Wednesday evenings at 7:45 Eastern Standard Time over Associated Broadcasting System's coast-to-coast network. This series began on February 13. Each week a picture of interest to the family audience, soon to be released, is discussed by the organization chairmen, in the order of their listing on the heading of the "green sheet." For example, The General Federation of Women's Clubs opened the series, followed by the Daughters of the American Revolution. Entering into the discussion each time is a guest from the studio producing the picture—the director, writer, art director, etc. The purpose is to give greater national coverage to the service rendered by the representatives of the ten national and state organizations previewing pictures four mornings a week in the special projection room of the Motion Picture Association of America. The ABS network is furnishing this feature program to all affiliates, but broadcast locally will depend upon the decision of the local station manager. A list of stations to which ABS is making *Preview Report* is available from *Motion Picture Producers and Distributors of America, Inc.*, 5504 Hollywood Boulevard, Hollywood 28, California. Everyone interested can do much to help this new venture on its way to success by giving it publicity through clubs, school journals, and local newspapers.

**SIX RESEARCH SCHOLARSHIPS.**—The Encyclopaedia Britannica Junior has established six research scholarship (3 for \$1500 and 3 for \$500) for graduate study at the University of Chicago for 1946-47. These scholarships will be filled by persons who are interested in the general field of children's literature and are able to conduct research investigation leading to the improvement of children's encyclopaedias. For further information write, before June 15, 1946, to Miss Frances Henne, Graduate Library School, University of Chicago, Chicago 37, Illinois.

**DUQUESNE, PENNA., SICK-LEAVE BENEFITS,** as adopted by Board of Education, October 8, 1945.—All school employees shall be entitled to sick or accident leave, without loss of salary, except under the following provisions:

1. Such leave is not to exceed ten days in any one year for those having less than ten years of service in the Duquesne schools.
2. In addition to 10 days sick-leave for the school term of nine months, each employee shall be entitled to one day for each year of service in the Duquesne schools over 10 years. The days which are not used may be allowed to accumulate, but in no case shall the use of such accumulation exceed 15 days in any one school year—making the combined total of 25 days for all employees entitled to that amount.
3. All absences will be rated as either "excused" or "unexcused." The employee whose absence is "unexcused" loses the entire pay for the day when so absent.
4. All absences are regarded as "unexcused" except the following, which are to be regarded as "excused":

Those caused by the personal illness of the employee.

If an employe is quarantined because of illness in the immediate household, days of absence shall be considered as days of absence due to personal illness. A quarantine period shall not exceed 10 days in any one year.

All employees shall be granted 3 days leave, without loss of salary, in case of death in the immediate family; and 1 day leave in case of death of a near relative. These days of absence shall be considered as days of absence due to personal illness.

Immediate family is defined as including: mother, father, sister, brother, wife, husband, daughter, son, dependent relative residing in same household. Near relatives are defined as: parent-in-law, grandmother, grandfather, sister-in-law, brother-in-law, uncle, aunt, niece, nephew.

When an employee is prevented by sickness, or some other unavoidable circumstance, from following his or her occupation, the school district may, at the discretion of the directors, make such payments of compensation during the period of absence from duty as the exigencies of the case may seem to warrant—provided that in the case of sickness of more than 1 day, no payments shall be made unless such teachers shall have furnished to the board of school directors a certificate from a physician stating the nature of the illness and certifying that he or she was unable to perform duties as an employe.

A certificate from the school physician, which will be prepared without cost to the employe, will be acceptable if presented upon his return.

The termination of employment shall end all accumulation of leave for sickness, accident, death, or quarantine.—*Education Bulletin* of the Pennsylvania State Education Association

**NEW REGULATIONS ON HEATING AND VENTILATION.**—New regulations of the Commissioner of Education of New York State in regard to heating and ventilation of school buildings were approved by the Board of Regents at its meeting in November, 1945. The regulations are performance standards and as such give the State Education Department wide discretionary powers in the approval of specifications for heating and ventilation. The old regulations provided for an introduction of fresh air into the classrooms at the rate of 30 cubic feet per minute per pupil. The new regulations provide a standard of 10 cubic feet and suggest a design of 15. Forced ventilation is no longer required. A properly designed system of ventilation with window supply and gravity exhaust can be given favorable consideration. With a reduction on the volume of fresh air required to be introduced into classrooms, substantial economies can be achieved, both in the design of equipment and in the operation of the heating and ventilation system—*Bulletin of the Schools*, University of the State of New York.

**FLUIDS SLIDEFILMS AUGMENT AIR AGE PHYSICS.**—The Jam Handy Organization announces the completion and availability of 1,042 pictures in the form of 13 discussion type slide-films *Fluids*—a continuation of the Air Age Physics series which began with the Kit-set on *Mechanics*. Each film unit is divided into lessons. Each lesson is followed by review and quiz sections. The following subjects are covered in the Jam Handy Kit-set: 1—"Liquid Pressure," 2—"Transmitting Pressure Through Liquids," 3—"Buoyancy and Archimedes' Principle," 4—"Density And Specific Gravity, Flotation," 5—"Specific Gravity of Solids and Liquids," 6—"Atmospheric Pressure," 7—"Exploring the Atmosphere, Streamline Flow," 8—"Barometers And Weather," 9—"Gas Pressure," 10—"Measuring Fluid Pressure," 11—"Bernoulli's Principle," 12—"Reciprocating Pumps," 13—"Jet Pumps, Siphons, Rotating Pumps;" 1,042 pictures in all.

with textual guide lines. For details, address the Jam Handy Organization 2821 E. Grand Blvd., Detroit, Michigan.

**COST OF WAR IN LIFE AND BLOOD**—In the first World War there were 259,735 U.S. casualties, of which 53,878 were killed, 201,377 wounded, and 4,480 taken prisoner. Total U.S. casualties in World War II were 1,068,216. Of this total 251,424 were killed, 649,805 wounded, 44,960 missing, 122,027 prisoners. Figures taken from the most conservative but incomplete statistics, show a total of 55,743,166 lives wrecked and lost in the 21 countries engaged in this war. Humanity paid a terrible toll.

**OUR BIG NEED.**—There was never any doubt about securing the country's best brains when we needed to squeeze atomic energy into a bomb shell. And, furthermore, we had the money to secure the best. While the atom is powerful it is not the subtle thing a growing child is. Somehow the public has the idea that any Gertrude, Dick, or Harriet can be used to guide and instruct a child in his most important growing years. What we really need is a tradition-breaking concept bomb that might disintegrate this negative thought and leave newer ones in American minds. Ideas, for instance, that the public schools are ideal spots to create finer and finer crops of human minds; that we need the best brains in the country to man these spots; that we secure skilled teachers by the very simple but effective method of offering substantial green-tinted "dinero."—Russell V. Burkhard, Principal of the Newton High School, Newtonville, Mass.

**WORKSHOP IN INTERCULTURAL EDUCATION**—The University of Southern California and the Pacific Coast Council on Intercultural Education (formerly the West Coast Office of the Bureau for Intercultural Education) announce a jointly sponsored summer workshop on intercultural education from June 24 to August 2, 1946, on the University campus. The members of the staff include: Dr. Stewart G. Cole, director of the Pacific Coast Council and of the Workshop; Dr. Tanner G. Duckrey, distinguished Negro leader and assistant to the Board of Superintendents of the Philadelphia Public Schools; and Professor Jane Hood, Instructor Co-ordinator in Teacher Training University of Southern California. Besides, a number of resource leaders will be available representing special interests in anthropology, group work, psychology, minority group leadership, teacher education, and school curriculum. A number of fellowships and scholarships are available. Application should be made to Mrs. Hood, School of Education, University of Southern California, Los Angeles 7, not later than May 15 in order to secure living quarters. Openings for membership in the workshop are limited in number.

**NEW SCHOOL BROADCAST SERIES.**—The National Education Association, Washington, D. C. in co-operation with the National Broadcasting Company presents—*The Schools Are Yours!* This series begins Saturday, June 15, 4:30—4:45 Eastern Standard Time (one hour earlier if you are on Daylight Saving Time) on the network of the NBC. The programs will continue for a thirteen-week period after which it is planned to start a series on a different set of topics. A more complete description of the series is available for any use you may be able to make of it in your publications. Since the effectiveness of any series of broadcasts is limited by the extent of the listening audience, it is hoped to make that audience as large as possible.

## The Book Column

ALLEN, G. W. *Walt Whitman Handbook*. Chicago: Packard and Co., 417 S. Dearborn St. 1946. 560 pp. \$3.00. This is a guide and convenient summary of Whitman's extensive writings. It is composed of six chapters—each with a carefully selected and annotated bibliography, an 8-page chronological table, and a comprehensive index. Chapter I traces the growth of biography, chapter II is a complete account of *Leaves of Grass*, chapters III and IV not only define and illustrate Whitman's ideas but also demonstrate that Whitman was more consistent in his thinking than is generally believed. Chapter V discusses his literary technique, and the last chapter shows his influence on world literature.

ALLISON, S. D., and JOHNSON, JUNE, et al. *VD Manual for Teachers*. New York: Emerson Books, Inc., 251 W. 19th St. 1946. 149 pp. \$2.00. A manual to aid in building the best possible program of VD education for the secondary schools. Includes a survey of the work now being done by the schools in this field, with detailed descriptions of the programs being followed. Valuable sections are devoted to information for the teacher on venereal diseases, in easy reference form; teaching aids for the most effective programs; suggestions for classroom discussions; a sample lecture; and sample tests.

AVIATION EDUCATION SOURCE BOOK. New York: Hastings House. 1946. 855 pp. (page size 8½ x 11 in.). This large book, prepared for and in co-operation with the Civil Aeronautics Administration and by the School of Education of Stanford University under the directorship of Dr. Paul R. Hanna, contains a wealth of subject matter and activities drawn from aviation suitable for inclusion in textbooks and courses of study for elementary and junior high schools. It is not a book on aviation *per se*, but rather a work for professional use by teachers, textbook authors, curriculum committees, and others interested in the presentation of aviation subject matter in social studies, science, language, arts, mathematics, and art, each presented on three levels—the primary, the intermediate, and the junior high-school grades. A definition of its fields, the basic assumptions upon which the group worked, the basic aims of the subject; the organization of the chapters, the scope and sequence of the subject; its place in typical curricula of the schools of the country, and its limitations are presented for each of the five areas and for each of the three grade levels enumerated above. Section I which reports of the investigation of aviation interests among 4500 pupils will be of particular interest to all who seek to interpret aviation to youth. Chapter 19 is an exceedingly comprehensive, annotated bibliography of materials useful in teaching the many aspects of aviation in the elementary and senior high schools.

BALMER, EDWIN, and WYLIE, PHILIP. *When Worlds Collide*. Philadelphia: J.B. Lippincott, 1933. Seventh printing. 344 pp. \$2.00. Here is an exciting, imaginative story. The time is today. Two planets hurtling out of space, one to pass, the other to collide with the earth. Two years to prepare for certain doom! A group of scientists form the League of the Last Days while chaos is let loose on earth! Man's supreme effort to survive by escaping to the onrushing star. The story is convincing and dramatic and includes romantic interest of a new type.

BLAIR, G. M. *Diagnostic and Remedial Teaching in Secondary Schools*. New York: Macmillan Co. 1946. 438 pp. The need for special diagnosis and help in giving assistance to those in the junior and senior high schools retarded in the basic tools of learning has become so great that remedial programs have been developed. Many teachers, however, are not only unacquainted with the basic techniques of psychological diagnosis but also lack specific knowledge of ways and means of remediating various disabilities even when the causes are discovered. This book has been written in an effort to supply teachers, principals, and others with concrete and practical suggestions for diagnosing cases and carrying out remedial programs in the school. Part 1 deals with reading, part 2 with arithmetic, and part 3 with such general matters as how to make a case study and how to prepare for remedial work.

CARMICHAEL, OMER, chairman. *School Boards in Action*. Washington 6, D.C.: American Association of School Administrators. 1946. 413 pp. \$2.00. This twenty-fourth yearbook outlines the functions of school boards and suggests procedures based upon long years of professional experiences. As a handbook for school boards it does not presume to indicate what should be done on many of the specific problems that arise in the local community but it does provide a number of principles and examples, which when combined with sound judgment, will serve to guide school-board members through complex problems. In the writing of this book, the experience and professional writings of many individuals and an analysis of data submitted by 3068 city and county superintendents are utilized.

CHISHOLM, L. L. *Guiding Youth in the Secondary School*. New York: American Book Co. 1945. 445 pp. \$3.25. This book sees guidance primarily as an educative process involving a partnership of mutual interest between the pupil being guided and the person doing the guiding. This aim here is to help the pupil meet and solve his problems and, in this process, to develop in him an insight into the solution of similar problems as they arise in the future. Special emphasis is also placed on the relationship existing between the various parts of a guidance program, thus seeing the program as a whole rather than as isolated units. While prepared primarily as an introductory text for the training of high-school teachers, those counselors already interested in improving their program will find it exceedingly helpful.

COX, R. D. *Counselors and Their Work*. Harrisburg: Archives Pub. Co. of Penna. 1945. 246 pp. A study of 100 selected counselors in the secondary school. It is full of interesting and significant material. It should prove helpful to school administrators and those responsible for training programs as well as to school counselors as they seek to improve the quality and widen the scope of their services to youth in the school and community. In order to provide the best qualified counselors, definite training is necessary and in order to determine what training experiences and functions are necessary to produce a good counselor, as thorough knowledge as possible of the work is essential. The book will contribute to this end.

DAVIS, C. O. *History of the North Central Association*. Ann Arbor, Mich.: North Central Association of Colleges and Secondary Schools. 1945. 304 pp. \$2.00. This history of the North Central Association was written by one who has had long experience in the Association as editor of its publications and as an officer charged with the preparation of special studies for the Commission on Secondary Schools. What he has written is not the philosophy underlying the procedures of a regional accrediting association. Understand-

ing of this volume will, however, be promoted by definition of the Association's place in American life in general. The social control of education by extra-legal processes is a notable example of democracy at work on fundamentals. The controls are numerous and inveterately involved. Various agencies are at work, operating both independently and through reciprocal relations. The system, if it may be so called, is not efficient. A wise and benevolent dictator with power could act more efficiently. However, the social control of education by numerous voluntary agencies does work. It produces good results. It is democracy's way of "muddling through." The fiftieth anniversary of the North Central Association is an important event in the history of education and of our people. The story of the first fifty years, contained in this volume, is an important revelation of democracy at work in a field on which it depends for success.

DIVIS, E. C. *Amateur Theater Handbook*. New York 17: Greenberg. 1945. 252 pp. For every worker in the amateur theater—director, actor, playwright, technician, this practical handbook written in simple language, nontechnical in style, comprehensive in scope, constitutes an essential addition to a drama library. Colleges, schools, churches, clubs, and community groups will find in this book the guidance they have been seeking. Step by step, from the selection of the play to the finished performance, every problem faced by the amateur in staging a play is discussed in a concise, understandable manner. There is a detailed description of the workings of a model theater plant—the famous Glenville Playhouse. Every aspect of the amateur theater is discussed, and tested procedures are recommended for direction, casting make-up, building a unit set, and so forth.

VAN DOREN, MARK. *John Dryden, a Story of His Poetry*. New York: Henry Holt and Co. 1946. 298 pp. \$3.00. A revision and enlargement of the book which appeared in 1921. It is recognized as the most notable piece of modern criticism of Dryden's poetic work. Topics covered include: "The Making of the Poet," "The Occasional Poet," "The Journalist in Verse," "The Lyric Poet," "The Narrative Poet," and "Refutation." In this study of Dryden and his poetry one secures a true perspective of poetry composition during the seventeenth century.

FARGO, L. F. *The Library in the School*. Third Edition. Chicago: American Library Ass'n. 1945. 568 pp. \$3.00. The book discusses the important phases of school-library administration, training, budgets, librarian loads, and the like. Conclusions are drawn from observation and experience extending over a broad field. This third edition has been rewritten and reorganized in the light of recent significant data and the findings of objective studies and experimentation. The book has been organized into 17 chapters classified under the following six major parts: "Educational Background and Aims," "Activities and Functions," "Personnel and Management," "Materials and Equipment," "Organization and Administration," and "Relation to Other Library Systems and Agencies." It is a book that no good secondary school can afford to be without.

FINER, HERMAN. *The United Nations Economic and Social Council*. Boston: World Peace Foundation, 40 Mt. Vernon St. 1946. 121 pp. Cloth, 50c, paper. 25c. The importance of social, economic, cultural, and health questions in the relations of states was recognized at the San Francisco Conference when the Economic and Social Council was designated as one of the principal organs of the United Nations Organization. The author has examined the

chapters of the Charter setting forth the composition, purposes, and functions of the Council and its relationship to the existing international agencies and has produced a most readable account of the potentialities of integrating the economic needs and cultural aspirations of the peoples of the world on an international level.

FISKE, E. R. *The Veterans' Best Opportunities*. New York: Duell, Sloan and Pearce. 1946. 336 pp. Fifty of the nation's leading businessmen have taken time out to give veterans of World War II their advice on the best opportunities America has to offer returning servicemen. From advertising and air conditioning to retail merchandising and taxidermy, the topics are handled by fifty contributing authors regarded as authorities in their respective fields. Other features of the book include discussions of the advantages of the big city *versus* the small town, surplus war materials, store locations and techniques of retailing, service businesses, foreign trade, and a chapter is devoted to the prize winning ideas selected by *The Reader's Digest* in its \$25,000 contest for enterprise ideas. The book points the way to many of the jobs, which selects and analyzes business opportunities for veterans. The answers to many elusive problems are found in this book and in a form easily understood by everyone. The information presented has been gathered from many sources and each item has been tested by experience for its usefulness and authenticity. This book should prove helpful to veterans as well as to those counseling veterans.

GATES, J.W. *The Civic Competence of High School Seniors*. Springfield, Ohio: The author, Senior High School. 1945. 206 pp. A study conducted during the school year 1943-44 in a midwestern community high school with 224 boys and 265 girls in the senior class. Results of tests and ratings show (1) There is little evidence supporting the wave of pessimism concerning high-school young people which is so prevalent today. (2) The consistency with which employers rated seniors higher than did the teachers leads one to reason that a difference of standards, evaluative skill, motivation, or reward exists. (3) One also concludes that teachers give consideration to academic proficiency in rating students or else color their issuance of academic grades in keeping with the student's record as a disciplinary problem. (4) On the basis of all the evidence at hand the seniors possess sound judgment in evaluating their contemporaries. (5) There is a distinct connection between academic ability in subject-matter areas dealing with civic information and willingness to accept civic responsibilities. (6) The seniors are remarkably liberal in their outlook on current problems. (7) The best measure of civic competence is behavior.

GOODRICH, L. M., and HAMBRO, EDWARD. *The Center of the United Nations, Commentary and Documents*. Boston: World Peace Foundation, 40 Mt. Vernon St. 1946. 414 pp. \$2.50. In this valuable analysis of the Charter, article by article, the commentators have presented a clarification of the structure of the United Nations Organization, the powers and functions of the Security Council, the General Assembly, and the other principal organs. Detailed comparisons with the Dumbarton Oaks Proposals and references to the discussions at San Francisco make a valuable contribution to better understanding of the meaning and significance of the Charter. The Documents included cover the agreements and declarations bearing upon a General International Organization, including the text of the Dumbarton Oaks Proposals and the Charter signed on June 26, 1945.

HOLLIS, E. V. *Toward Improving Ph.D. Programs*. Washington, D.C.: American Council on Education. 1945. 216 pp. \$2.50. This book presents in fairly concise detail three kinds of information that should be of interest to all who are concerned with the future of American education at the graduate level. First, there is an historical discussion of the ideas, values, objectives, and social pressures that brought graduate schools into being in this country, and shaped their course after the founding of Johns Hopkins University in 1876. Second, two chapters are given to a statistical analysis of the preparation and occupational placements, as of September 1940, of persons on whom the Ph.D. degree was conferred during the decade of the 1930's. The material is summarized in sixteen tables; including two which compare the facts secured on holders respectively of the Ed.D. degree and the Ph.D. in education. Data were received from 94 of the 96 institutions awarding degrees.

The third type of information assembled consists of opinions on problems of graduate education secured from employers of Ph.D. recipients in industry and education, from those responsible for conducting doctoral studies, and from recent holders of the degree themselves. Three chapters deal with such opinions and provide liberal direct quotations. The volume concludes with the author's own suggestions for directing graduate education into the channels most likely to assure its richest development.

HOYMAN, H.S. *Health Guide Units for Oregon Teachers*. Salem: Oregon State Department of Education. 1945. 446 pp. The framework of this new health course for teacher use has been built around the major health problems that are common to students. It is planned on a four cycle plan to meet student needs and to capitalize upon their interests. The course is divided into two major parts—the first part for grades 7, 8, and 9 (8 units) and the second part for grades 10, 11, and 12 (9 units). Each unit has five main divisions: Introduction, Objectives, Outline—Content and Activities, Evaluation, and Materials. One form (Form 2) for each unit is provided in the appendix as a means to secure information from the teacher for further revision of the course. A first form (Form 1) is to be filled out before teaching the unit, in order to get a specific picture of the training, experience, and teaching loads of the teachers. Form 2 is to be filled out while the unit is being taught or immediately after each to show what use teachers are making of each suggestion and to make suggestions for revision. Both forms are sent to the State Department of Education after the teacher has filled them out.

McCORMICK, R.R. *The American Revolution and Its Influence on World Civilization*. Chicago: Chicago Tribune. 1945. 56 pp. A compilation of a series of addresses broadcast over MBC from February 24 to May 5, 1945. The author presents events and activities in this country as factors determining events and actions in various other countries of the world.

MARTIN, L.K. *Magazines for School Libraries*. New York: H. W. Wilson Co. 1946. 206 pp. \$1.90. The author has examined a large group of magazines and from the examination and evaluation has selected those suitable for high-school libraries and of interest to high-school students. This book like its first edition is an excellent aid not only for the selection of magazines but also for the critical material dealing with principles of magazine selection, student use of magazines, magazine appraisals, magazine preference of pupils, teaching students to know and use magazines, and general problems relating to magazine types, publication, and uses. From this large list of magazines she has selected 100 as best suited for high-school library use.

MASTERS, DEXTER, and WAY, KATHERINE. *One World or None*. New York: Whittlesey House. 1946. 89 pp. \$1.00. Here is one of the best analyses of what the atomic bomb means to the world. It is a report to the public on the full meaning of the atomic bomb. Seventeen outstanding authorities discuss the various phases of an atomic age. After reading the book one realizes the many problems involved and is not left in a hopeful mind. He sees that action, and that immediately, is absolutely necessary if the world is to be saved from catastrophe. In reading the book one is forced to conclude that optimism and wishful thinking will lead us to destruction. This is a book that everyone should not only read but digest and then insist on sane action. It is a nontechnical report that provides concrete and specific information on the actual nature and true import of the atomic bomb, with each phase covered by the man who knows best.

MELLAN, A. B. *Your Rights as a Veteran*. New York 16: Bernard Ackerman, 381 Fourth Ave. 1945. 136 pp. Paper, 50c; cloth \$1.50. A simple, complete, accurate, and practical summary of the ex-serviceman rights as a veteran under state and national laws. Questions about education, getting a job, mustering out pay, life insurance, taxes, loans, medical treatment, and hundreds of others that every GI asks are here answered. It is the one source from which the veteran can secure an interpretation of all state and national laws relating to his rights.

ODELL, W. R., and STUART, E. R. *Principles and Techniques for Directing the Learning of Typewriting*. Second Edition. Boston 16: D.C. Heath and Co. 1945. 255 pp. \$2.50. Soon after the first edition of this book appeared, a prominent teacher christened it "the Typing Teacher's Bible." It was chosen as one of the first ten of the Sixty Educational Books of 1935, and in the years since many teachers have come to rely upon it as an indispensable part of their teaching equipment. It has now been brought up to date without loss of any of the characteristics which have made it so popular with both teachers in training and teachers in the field. It formulates twelve fundamental principles, based on the psychological laws of learning, which govern the acquisition of typing skills. Direct and simple explanations show how these principles apply to typing and how they may be used as a guide in the development of methods suitable for various school situations.

The greater part of the book is devoted to the application of the twelve basic principles to the teaching of the fifty-two techniques required of an expert typist. These specific teaching techniques provide a complete blueprint for a course in typewriting. Experienced teachers may deviate from the lesson plans in order to solve their particular class problems, but they find here many time-saving and helpful suggestions and an excellent basis upon which to build up and evaluate their own work. Inexperienced teachers find the exact guidance of these detailed teaching plans invaluable. The most outstanding of the several new features is a timely discussion of visual and audio-visual aids, together with a useful bibliography of visual aids. Other additions include a new view concerning "home position" and new material on the reading habits of typists.

THE REVISED STANDARD VERSION OF THE NEW TESTAMENT. New York: Thomas Nelson and Sons. 1946. 553 pp. \$2.00 Realizing that the standard King James version of the New Testament contains many English expressions which present-day people little understand, a committee was appointed by the Protestant Church to revise it. This new version comes with

authority for it is the work of many outstanding men in the field of religious thought. Going back to the original Greek, the committee has made a more exact translation of the true meaning into present-day idiomatic English. It is the simple, straightforward speech of the day with words chosen to fit best the idea of the Greek without thought as to whether in each case more than one was necessary, or what relation the placing of the words and phrases bore to the order of the original. Directly familiar and yet beautiful diction alone was the standard. It has the usual numbering of verses but the cross references are placed as footnotes at the bottom of the page and the lines of the text run the entire width of the page instead of the two column page. Schools will find this new translation exceptionally adaptable to their uses in the assembly or the classroom.

A 72-page booklet entitled *An Introduction to the Revised Standard Version of the New Testament* has been written by members of this Revision Committee to help readers of the Bible to understand the main principles which have guided this comprehensive revision of the King James and the American Standard Versions.

SEXSON, J.H., and HABERSON, J.W. *The New American College*. New York: Harper and Brothers. 1946. 332 pp. \$3.50. This is the first full record of a successful experiment which exemplifies the growing movement in secondary and higher education which promises to gain wider popularity and assuredly will be a focal point of increasing educational discussion. Here specifically set forth is the rearrangement of the timing of education as worked out in the school system of Pasadena, California. The authors, basing their recommendations on a twenty-year trial, advocate a program of a six-year grade school, a four-year high school, and a four-year public junior college as helping to solve the problem of better articulation of secondary and college instruction. Every phase of the Pasadena experience, including objectives, curriculum, teaching methods, administration, guidance, and finance are fully described.

TABA, HILDA, and VAN TIL, WILLIAM, editors. *Democratic Human Relations*. Washington 6, D.C.: National Council for the Social Studies. 1945. 382 pp. \$2.00. This Sixteenth Yearbook of the Council reports promising practices in intergroup, and intercultural education in the social studies under actual situations. The committee as a result of studying reported practices and reports of observers of practices in operation has presented a synthesis of trends and of desirable characteristics. Part one deals with purposes, curriculum, and learning activities and supplies a *rationale* of ideas to be applied to the practices which follow. Part two is a report on practices found in social studies courses, on those developed through units, current practices in school activities, utilization of the community by students and guidance approaches. Part three includes a comprehensive bibliography, an analysis of concepts, and some remarks in conclusion.

TAGGART, LELIA, and WILHELM, FRED, co-chairmen. *Leadership Through Supervision*. Washington 6, D.C.: Association for Supervision and Curriculum Development of the NEA. 1946. \$2.00. Treats the future premise of supervision through a look at its present status in the educational scene. Beginning with a concept of the education frontier in which supervision figures as an important agent in breaking new ground, the volume devotes its major portion to a look at supervision as it functions today. The account draws upon the opinions of supervisors, teachers, and administrators as revealed in a questionnaire study, a review of contemporary literature in the field, and a study of the programs of county, city and state educational

systems, as well as techniques used on a national scale. Using these materials as sources, data are summarized to provide answers to questions; such as, "What are the goals of supervision today?" "What handicaps effective supervision?" "What are today's most promising practices?" "How may supervision be improved?" and "What is the leadership role ahead for supervisors?"

Emphasis is given to such items as the crucial part which supervision can play in curriculum programs, the importance of education for today's needs, the role of the supervisor in community living, the importance of human relations in the supervisory process, the co-ordination of supervisory services, and to the supervisor's role as a provider of opportunities for others as well as himself in the work of making educational environment for children and youth better than they are. This yearbook will give to educators a quantity of source material from which they may become familiar with a wide range of supervisory programs as they now exist and from which they may draw their own implications, as well as read the opinions of others concerning supervisions's future role.

TEAD, ORDWAY. *Democratic Administration*. New York 17: Association Press, 347 Madison Ave. 1945. 78 pp. Part I deals with Creative Management, while Part II, with Democracy in Administration. The two parts present a rationale for democratic action of a sensible kind in day-to-day experiences. It is the what, the why, and the how on democratic administration to which there is more curiosity and more eagerness for specific guidance than ever before.

TODD, R.L., and FREEMAN, R.B. *Health Care of the Family*. Philadelphia: W.B. Saunders Co. 1946. 530 pp. with 69 illustrations. \$3.00. This book presents both the basic facts and practical applications of health care. Consideration is given to environment disease control and accident prevention, problems relating to reproduction and to individual health problems within the family group. Procedures for home care of the sick are organized for convenience of reference. While the material has been selected to meet the need of college students for a comprehensive textbook on family health conservation, it should be equally helpful to others interested in family care.

WEBER, ULIA. *My Country School Diary*. New York: Harper and Bros. 1946. 265 pp. \$3.00. A gifted teacher shares her record of experiment and accomplishment in a small country school—reflecting the educational setting under which nearly four million children receive their schooling. This vivid and dramatic account of her hour-by-hour efforts to give vitality and creative power to the education provided is offered in a way that will provide guidance to other teachers as well as show everyone interested in American education the human difficulties which are faced in the country school and the measures by which they can be met. In this book the teacher and her pupils are shown planning, working, and living together.

WEBSTER'S BIOGRAPHICAL DICTIONARY. Springfield 2, Mass.: G. & C. Merriam Co. 1943. 1736 pp. \$6.50. Here, in a single, handy volume with thumbnotch index is a work of biographical reference which presents famous men and women of every historical period, every nationality, race, religion, and occupation. More than 40,000 concise biographies, both historical and contemporary, are included. The important matter of pronunciation is treated with a fullness seldom equalled even by many-volumed works of this character. Another important and rare feature is the syllabic division of names—information of value to printers, writers, and other consultants, and in many instances very difficult to obtain. Not only does this dictionary

provide pronunciation and syllabic division of surnames entered but also for titles of rank, and for a very extensive list of prenames in many languages—perhaps the most exclusive list obtainable in any work of reference. In every respect, the volume was planned to provide the greatest amount of information of value to the greatest number of users. It is the result of many years of work by the editorial staff and a large group of special consultants in foreign languages.

WITHERINGTON, H.C. *Educational Psychology*. Boston: Ginn and Co. 1946. 470 pp. \$2.75. The author has attempted to accomplish the following purposes: (1) to write a text which is readable; (2) to lay a broad basis of fact in this field; (3) to provide orientation for the student by presenting a coherent, consistent, meaningful, analysis of the major problems; (4) to present the best thought on the subject in such a way as to form a sound basis for teaching structures; and (5) to challenge the student so as to arouse a permanent interest in the subject. A feature of this text is the manner in which the ordinary school subjects are treated. Instead of discussing the psychology of each subject separately, the text places the emphasis upon the needs and problems of the learner. He needs, for example, to master certain arts or tools of learning. He acquires this mastery while dealing with a physical world of matter and force, and with a social world of people and their relationships. Hence the physical sciences are integrated, and in like manner the social sciences. Furthermore, the learner must take account of the problem of value attitudes and learn to recognize worth. Therefore, subject matter is subordinated to the needs and personality of the learner.

#### TEXTBOOKS AND OTHERS FOR TEACHER AND PUPIL USE

ALSOP, STEWART, and BRADEN, THOMAS. *Sub Rosa*. New York 18: Reynal and Hitchcock. 1946. 237 pp. \$2.50. This book relates the varied activities carried on by the Office of Strategic Services (O.S.S.), a little known organization of some 12,000 people drawn from all walks of life. It is a fascinating and exciting story of American espionage carried on by the government organization in the Pacific and European theaters of war.

BACH, JR., JULIAN. *America's Germany*. New York 22: Random House. 1946. 310 pp. \$3.00. An authoritative, fully documented report of what actually is going on today in Germany. It portrays the chaotic conditions there and presents the part played by the army of occupation. The author explains what has been accomplished by the United States to prevent mass starvation among the 20 millions of Germans who live in the United States zone, what we are allowing the Germans to read, what movies they are shown, and what happens when a German faces an American judge, as well as the current thinking among German political groups and their new social and economic viewpoints. It is based upon the conception that the hope of mankind rests upon co-operation and mutual understanding of the United States, Russia, and Great Britain.

BEIM, LORRAINE. *Triumph Clear*. New York: Harcourt, Brace and Co. 1946. 200 pp. \$2.00. Instead of entering Wheaton College in the fall as she had planned, Marsh Evans goes to The Georgia Warm Springs Foundation as a patient. A severe case of infantile paralysis in the summer has left her crippled. Her one idea is to get over it as quickly as possible so that she may study for the stage. Refusing to face the fact that she may never recover

completely, Marsh rebels against the Foundation and the world in general. But gradually, through struggling against her own personal problems, she begins to face the world again and to develop a better understanding of the real values of life. The remarkable work done at The Warm Springs Foundation makes an unusual setting for this story of a girl's courage and determination.

BONIFACE, MARJORIE. *Wings of Death*. New York 3: McBride and Co. 1946. 208 pp. \$2.00. Palomar Lodge, standing on the top of Mount of Doves in New Mexico was surrounded in an atmosphere of tragedy which enveloped the lives of those persons within it. Here were gathered some of those who had seen much service in the South Pacific and elsewhere. A gloomy pall settles over the Lodge as the guests reveal their true selves and become enmeshed in the grim tragedy from which there is no escape. It is a tale that moves with the speed of a B-29 from the distant South Pacific to its amazing climax in our own Southwest.

BUDGE, LLOYD. *Tennis Made Easy*. New York 19: A.S. Barnes and Co. 1945. 127 pp. \$1.25. The brother of the tennis champion presents, with photographs to illustrate, a simple, direct method of learning the fundamentals of the game—the forehand, backhand, lob, serve, volley, and smash. He illustrates the Eastern and the Western grips and the proper footwork for all strokes.

BUSS, Jr. T.C., *Simplified Architectural Drawing*. Chicago 37: American Technical Society. 1946. 258 pp. (8½ x 11 in.) and 264 illustrations. \$4.75. This book is written to fill the gap which has always existed between instruction pertaining to mechanical drawing and that dealing with architectural design. It brings together the practical professional methods used by architectural draftsmen, who must deal with engineering and architectural problems alike. The practical devices and procedures shown are developed, from the theoretical, but the long, tedious methods of the classroom are omitted in order to expedite the draftsman's work.

The knowledge possessed by the architectural draftsman must cover such a variety of skills that it is difficult for the student to visualize the full field of activity and be certain in which direction to bend his efforts. The result is that usually the student of architectural subjects in the high school or vocational school will cover only single phases of the work and ignore or neglect the others. Thus he gains little understanding of the relationship of individual phases to the whole. The material of this text contains the explanations of the professional man to the student respecting full scope of the work. It has been found that the professional aspect arouses the interest of the high-school student in the work and creates confidence in himself.

A rudimentary course in general mechanical drawing supplies a desirable background for understanding of the material presented in this book. The text will be found useful in teaching all secondary-school students architectural work, from those who devote only a short period to the study to the vocational student who intends to make architecture his lifework. The organization of the text makes it possible to use it in teaching courses which differ in content and teaching procedure. The problems may be adapted to course outline material and are designed to be used in class discussion and in search for reference material. They are designed to provide control by the instructor of drafting details. Apart from student use, it is expected that all who require an understanding of the principles and methods involved in architectural practice will derive benefit and practical help from the book. It is well adapted for home-study work.

CLAPPER, OLIVE E. *Washington Tapestry*. New York: McGraw-Hill Book Co. 1946. 303 pp. \$2.75. The famous men and women in the spotlight of Washington officialdom during the last 13 years become friendly, understandable human beings in this new book by the widow of the famous newspaperman, Raymond Clapper. It is an absorbing political and social picture of our nation's capital since 1933.

COOK, M.B. compiler. *Stories From the West*. New York: Silver Burdett Co. 1946. 319 pp. A story about each of 16 states west of the Mississippi River and about Alaska, the Hawaiian Islands, Guam, and the Philippines with a map including these states.

COOK, M.B. compiler. *Stories From the East and North*. New York: Silver Burdett Co. 1945. 284 pp. A story about each of the seven northern states east of the Mississippi River and of the District of Columbia with a map including these states.

COOK, M.B. compiler. *Stories From the South*. New York: Silver Burdett Co. 1946. 287 pp. A story from each of fifteen southern states and three territories—Panama Canal Zone, Puerto Rico, and the Virgin Islands telling how boys and girls live, work and play in these states and territories with maps of each.

COOKE, D. C. *The Aircraft Annual—1946*. New York 3: McBride and Co. 1946. 304 pp. \$3.00. The book in nontechnical language and with many photographs gives the reader a comprehensive understanding of the whole aviation question today and presents a picture of one of the greatest peacetime projects that will be undertaken anywhere in the world. This new edition authoritatively presents the latest development in military aviation as well as acquaints the readers with the problems of nonmilitary aviation and its future trend.

DALZELL, J.R., and MCKINNEY, JAMES. *Architectural Drawing and Detailing*. Chicago: American Technical Society. 1946. 212 pp. with 106 illustrations. \$2.50. This popular book is reprinted for the fourth time. Numerous new drawings have been included to replace old ones so as to increase further the value of the book to teachers, students, architects, contractors, and all who are interested in the subject. It presents the general principles, practices, and techniques of architectural drawing, detailing, etc., in a practical and easy-to-understand manner. It includes a discussion of each principle, followed by simple and thorough directions for procedure. The question and answer method is used, together with actual working sketches, to illustrate the principles. Exercise problems are included and will be found adaptable for either classroom or home-study purposes.

DEAN, J.P. *Home Ownership, Is It Sound?* New York: Harper and Bros. 1945. 215 pp. \$2.50. The book analyzes the matter of buying a home. The author analyzes the many factors to be considered. He shows how faith in home ownership has been ruthlessly exploited in order to sell homes. He candidly discusses the cost of ownership, of the hidden risks in house and neighborhood, and of the complex market situation in which families try to realize their "home hopes."

DEMING, DOROTHY. *Pam Wilson, Registered Nurse*. New York 16: Dodd, Mead and Co. 432 Fourth Ave. 1946. 277 pp. \$2.00. Pam Wilson, after becoming thrilled with nursing and nurses while traveling in the West with Penny Marsh, decides to enter Ludlow General Hospital to become a full-fledged

professional registered nurse. Pam loves the "dark excitement" of night duty, struggles through classes, quizzes, "demonstrations" and a "million medicines," learns to take responsibility for a ward full of patients as a senior nurse and graduates at last with a world of jobs before her. How Pam tries two jobs at opposite sides of the continent—Alaska and Vermont—and falls in love with hospital duty (and a young architect) in the latter state, is told excitingly, yet with full and up-to-date information on the steps a girl must take to prepare herself for a position in this exacting but highly rewarding profession in a postwar world.

DENVER, D. C. *Breed of the Chaparral*. New York 3: McBride and Co. 1946. 219 pp. \$2.00. A stirring novel about the death-locked struggle between two opposing groups, during the 1860's in Arizona.

DUBOIS, J.H., and PRIBBLE, W. I. *Plastics Mold Engineering*. Chicago 37: American Technical Society. 1946. 494 pp. \$7.00. This book has been prepared with the intention of describing the design of the important types of molds and indicating their use. Construction methods commonly employed are explained, since best results are obtained when molds are designed for toolroom equipment that is widely available. Certain of the twelve chapters comprising the text deal with individual types of molds and specific molding processes. In these chapters the procedures and calculations used in achieving the final mold design are indicated. There are, of course, many variations of molds, whatever their general classification, and, naturally, it is not possible in a presentation of plastics mold fundamentals to describe the very complicated designs that are sometimes used. These very complex molds may be broken down so that their elements follow the fundamentals outlined in this text.

Raw materials and product design, considerations of large interest to the mold designer, are discussed at appropriate length. The initial step in the design of a mold that is expected to produce good parts continuously, and easily with minimum finishing expense is the redesign of the part. Equipment used in making the mold, finishing methods, molding tolerances, assembly procedures, press availability, and a large group of variables must be considered in the preparation of the molder's part drawing. For this reason, extensive study of the subject of product design will afford guidance when important factors are being considered.

A short chapter describes the various raw materials used for mold parts and another deals with the maintenance and repair of molds. Mold designers should study every broken mold to discover what factors and considerations might have prevented the loss. Reference tables useful to mold designers are included so as to provide both student and designer with essential data. Many comprehensive tables have been published, but they fail to fill the needs of the plastics engineer because of the variety of methods used in obtaining the results. In preparing the table of general properties for this book, all of the commonly used materials were rated by the same identical test methods, so that the values given are directly comparable. Many little used mold-making methods have been described to stimulate interest and original study. Several methods which had been tried and rejected were later restored to use by new methods and materials. This presentation will be particularly helpful to those who are just entering the plastics field and wish to make a serious study of various phases of this important science.

ELBIN, P. N. *The Enrichment of Life*. New York 17: Association Press. 1945. 93 pp. \$1.50. The central theme is developed with interesting variety and

conviction in these expanded versions of ten chapel talks originally given by President Elbin to his students in West Liberty State College, West Virginia. They are here published in book form primarily as a resource for those who are called upon to address student groups on particular occasions of the school or the calendar year. For young people themselves the volume provides stimulating, helpful, and inspiring reading.

**ENDICOTT, F.S.** *How To Find and Succeed in Your Post-war Job*. Scranton, Pa.: International Textbook Co. 1946. 157 pp. \$1.75. It is designed to meet in a direct, practical way the needs of maturing youth and adults as they seek to adjust themselves to the postwar occupational world. It is not intended for GI Joe alone, but for anyone seeking a job—or a better one. The problems with which this book deals cannot be solved in a day, week, or even a month. Vocational planning, the author claims, is a process, not an event, beginning with an awareness of the need to make some really intelligent vocational decisions. Each chapter and the many charts and rating blanks included represent steps in the suggested planning process.

**ERNENWEIN, LESLIE.** *Rio Renegade*. New York 3: McBride and Co. 1946. 221 pp. \$2.00. It is the story of the strategy used in cattle warfare in the Arizona Territory. It is full of gun play and feats of horsemanship—an excellent story of early pioneer life in the West.

**GOODMAN, N.G., editor.** *A Benjamin Franklin Reader*. New York: T. Y. Crowell Co. 1945. 818 pp. \$3.50. A collection of more than 175 letters, essays, and papers, many heretofore unpublished, placed in one volume. These selections give one a good idea of Franklin's versatility and genius. The collection represents Franklin as a printer, philosopher, humorist, businessman, inventor, politician, statesman, scientist, and writer. They show Franklin's devotion to public welfare as well as his intimate family life.

**GOULD, JOHN.** *Farmer Takes a Wife*. New York: William Morrow and Co. 1945. 153 pp. \$2.00. The story of a Maine farmer who marries a Boston girl. To one who knows anything about real farm life as well as to the one who has only a "yen" for farm experience, its humour and its stories of good old days on the farm will delight the reader long after its last page is read.

**HAWKINS, L. F.** *Spanish Handbook for Mariners and Travelers in Latin America*. New York 11: Cornell Maritime Press. 1945. 224 pp. \$2.50. This is a language book; a guide to Latin American etiquette, customs, traditions, and history; and a large collection of helpful words and phrases for almost any situation. Travelers, businessmen, Americans at work in Central or South America or the Caribbean, students, language hobbyists—and mariners, of course—will want this handy, comprehensive introduction to Latin American Spanish, as it is really spoken. As a helpful introduction to the Spanish of the Americans, the author provides a list of nearly 500 everyday words that are almost like English in both spelling and meaning. Another set of words—more than 500—gives the reader all the basic words he needs to make himself understood. Page-a-day lesson units, for those with limited time, list 3,500 words in exercises arranged and indexed by situations most often met in foreign travel or business. Examples of the idioms used in Spanish conversation will teach the student the language as spoken by the man in the street.

Arrangement of the book is designed to give the student the rules of Spanish grammar as an integral part of each lesson so he may develop his

conversational ability as he increases his vocabulary. Valuable hints on the correct observation of Latin American courtesies are given. Sentence examples demonstrate the proper manner of addressing people, and the correct thing to say and do in such delicate matters as romance, politics, and religion.

HAYWARD, P. R. *Young People's Prayers*. New York 17: Association Press. 1945. 82 pp. \$1.50. A book of 75 prayers for young people, it provides direct, sincere and reverent petitions typical of the feelings, thoughts, and experiences of youth in their everyday life. Useful not only in the home but also in the school for exercises at the beginning of the school day or as the devotional part of the assembly program. Each prayer is intended to fuse the deepest aspirations of religion with the attitudes, choices, and acts of the daily life of youth.

KEYES, F. P. *The River Road*. New York 18: Julian Messner. 1946. 765 pp. \$3.00. This book of romance, adventure, and rivalry with the scene laid in Louisiana covers the period of history from the end of World War I to the end of World War II. It is a love story of Louisiana plantation life that is modern, important, and fascinating. It is a superb story told with living characters by a skilled story-teller. Here is shown the adjustments in ideas of politics, customs, and love that must be made by the new generation. Cresside, Gervais, and Merry are characters that stand out in the book. It was Gervais who brought to a decaying house ruled by a despotic matriarch, who clung to the tattered traditions of a dying aristocracy, the will to live and grow in a changing world.

LEEMING, JOSEPH. *Fun With Puzzles*. Philadelphia: J. B. Lippincott Co. 1946. 128 pp. \$2.00. This book presents a broad selection of all the major types of popular puzzles, both old and new. Many of them have been famous for centuries. A total of 239 puzzles are presented and classified according to types under ten headings. And in case you can't solve all the puzzles, the last 44 pages of the book give the solutions.

LE SUEUR, MERIDEL. *North Star Country*. New York 16: Duell, Sloan, and Pearce. 1945. 327 pp. \$3.00. This is a story of Minnesota, Wisconsin, and bordering lake country told through the experience of its people. It is a story of *voyageurs*, Indians, lumberjacks, rivermen, railroad builders, miners, farmers—interwoven with folklore and historical incidences. It is a living history of the making of a great country.

\* LOW, A.M. *Tick-Tock*. New York 3: McBride and Co. 1946. 259 pp. \$2.00. This is the story of a journey into the wonderland of science. It tells about new and unknown things that Nature's creatures do during the four seasons of the year. True and scientifically accurate, it is a book that will interest scientifically minded boys and girls. The whole book is rich in the lore of Nature's world. The large print adds much to its appeal to young readers.

LOWDEN, LEONE. *Proving Ground*. New York 3: McBride and Co. 1946. 455 pp. \$3.00. This book deals with the Civil War days when the Southern army invaded the North. It is a novel with Indiana as the locale, that revolves around a typical frontier family and tells of their struggle to solve their personal problems amid the turbulence of war. The lightning raids of Morgan, the battles of Shiloh, Missionary Ridge, and Lookout Mountain, all are told with absorbing interest by the author whose portrayal shows an accurate knowledge of this period of American history.

MONTGOMERY, E. R. *Keys to Nature's Secrets*. New York: McBride and Co. 1946. 64 pp. \$1.50. The author gives simple and clear directions for experiments with sound, expansion, light, water, musical sounds, levers, heat, and air. The children will be able to prove for themselves the wonderful laws of nature, and in addition, they will be entertained by the many surprises that nature springs on them. *Keys to Nature's secrets* is a scientific pastime of fun and learning. The jolly illustrations by Mary Stevens supply a happy atmosphere in which to perform the experiments.

MOORE, J. A. *Famous Leaders of Industry*. Boston: L.C. Page and Co. 1945. 342 pp. \$2.75. Here are inspiring, informative, up-to-date word portraits of twenty-two industrial titans of modern America, written in sprightly style and adding lustre to the four preceding volumes of the Series. In the forward march of American business these men won their own way to top positions of power and usefulness. What were the traits of character that lifted them to success? What outside influences helped? The answers to these and other questions appear in this action-filled book. Both young and old readers will delight in the complete, intimate, and sometimes humorous glimpses of our great business leaders. Each sketch has been approved by its subject.

POGANYS, WILLY. *Drawing Lessons*. Philadelphia 6: David McKay Co. 1946. 96 pp. The aim of this book is to point the way for those who want to learn to draw. The author has conveyed to the student the main principles in a simple, constructive way—through definitely determined progression steps. The instructions are few but the examples, diagrams, and illustrations are many and to the point. The points included are: "The Dot," "Perspective," "Shading," "The Head," "Portraiture," "The Eyes," "The Mouth," "The Ears," "The Nose," "The Hands," "The Feet," "The Figure," "Balance and Motion," and "Figure Sketching."

RAY, JIM. *The Story of American Aviation*. Philadelphia 7: J.C. Winston Co. 1946. 104 pp. \$2.50. Here is the complete story, with 150 illustrations and diagrams, of military and civil aviation in the United States in simple and easy-to-understand form from the first flight of the Wright Brothers to the modern superbombers and airliners told by one who has flown for more than thirty years.

SHAPIRO, HERBERT. *The Texan*. New York 3: McBride and Co. 1946. 217 pp. \$2.00. A story of the wide, open spaces, the sound of pounding hoofs, and the tension of fierce, gun battles, in which the cattlemen fight against the outlaws who had gained control of the cow town of Logan.

SHINN, EVERETT. *The Sermon on the Mount*. Philadelphia: J.C. Winston Co. 1946. 44 pp. \$2.00. This famous author interprets in vivid, colorful, imaginative pictures this familiar story from the Bible. The text is taken directly from the King James version. It is a gift edition of rare beauty. Other gift editions by this same illustrator published by the same company include *The Night Before Christmas*, *The Happy Prince*, and *The Christ Story*.

SHIPLEY, JOSEPH T. *Dictionary of Word Origins*. New York 16: Philosophical Library. 1945. 440 pp. \$5.00. At a time when words as totalitarianism, collectivism, and isolationism mean many things to many people, it becomes more apparent that a true understanding of languages and semantics is one of the world's great needs. This dictionary provides one of the best aids to an authentic knowledge of the English language because it deals with the history, the origins, the backgrounds, and the psychological usage of words.

instead of merely factual meanings. The story behind the word is given with its associated terms so that the dictionary makes easy and interesting reading. The origins of words are discussed in assorted groups and the processes of word growth as well as the changes in meaning become clear. The dictionary includes recent words from science, from warfare (such as blimp, bazooka, and fifth columnist) and from politics (from mugwump to quisling).

SMITH, E. P., MUZZEY, D.S., and LLOYD, MINNIE. *World History*. Boston: Ginn and Co. 1946. 864 pp. (pages 7 x 9½ in.) \$2.80. This volume, displacing Robinson, Smith, and Breasted's *Our World Today and Yesterday*, gives the high-school student an outlook on man's development which should prove useful to him in understanding the present and in preparing for the future. European history as such is presented as it bears upon world history. The development of civilization in Asia, Africa, and the Western Hemisphere shares a portion of the attention of the reader. Since the period immediately before and following the First World War has had far-reaching effect on human life about one fourth of the text deals with the 1914 to 1946 period. Four chapters are devoted to World War II. Social, economic, and religious life and commerce and the arts are extensively treated in this all-inclusive history. Illustrations are plentiful, well chosen, and attractively placed. The book is divided into ten major divisions totaling 47 chapters, a reference reading list, a list of dates, a table of the chief reigning families in Europe, and an index. Each major division has a preview and, at the end, many helpful study aids.

SWISHER, C. B. *The Growth of Constitutional Power in the United States*. Chicago 37: The University of Chicago Press. 1946. 271 pp. \$2.50. This is a biography, not of a man, but of a piece of paper which is the charter of our way of life. As a biography it is not so much concerned with how the Constitution was born and grew as it is with determining how the constitutional system has changed under the stresses and strains of two major wars and a major depression. It is a remarkable fact that the same Constitution which provided the rules of existence for the original thirteen states remains today an adequate instrument of power for a great nation. A paramount reason for its adaptability is that the Constitution is what the people think it is. As we have grown from a small, predominantly agricultural nation, complete in ourselves and satisfied with our rugged individualism, to a nation whose internal problems are tied up with the problems of the rest of the world and whose people are no longer able to subsist alone, the Constitution has also grown and stretched to embrace the gigantic cords of industry and commerce which bind America together.

In this book, the author has taken the paper Constitution and revealed its soul—the soul of America herself—as a living dynamic philosophy of democracy. His scholarly and timely discussion, by a happy blend of interpretation, theory, and concrete illustration, creates a nonpartisan, over-all picture of our constitutional system as it exists. This book is both a stimulating text for courses on the Constitution and a pleasant evening's reading for all people in whose hands rests the future of federalism.

WELL, HANS. *Pioneers of Tomorrow*. New York 17: Association Press. 1945. 83 pp. In this book directed to students everywhere in America, a European-born writer speaks to young people, not about them; as a friend who is interested in them personally, not as a sponsor of some cause. He urges every

young person to choose a task and prepare himself for it. To be a pioneer, "You are not called upon to be an intellectual, or a hero, or a genius, or a personality. You merely have to equip yourself with appropriate tools to do a job suited to your capacities, and watch your work and your goal eagerly to defend it against all destructive powers. You have the advantage of living in one of the healthiest countries of the world in one of her proudest moments. Try to be grateful for this benefit. Respond by being a pioneer."

WELLES, WINIFRED. *The Lost Landscape*. New York: Henry Holt and Co. 1946. 299 pp. \$3.00. Part I is the story of the author's childhood and of ancestors of a distant past in old Norwich, Connecticut. Part II tells the story of a surgeon of three wars from 1740 to 1815 and of the lives of his descendants. Part III tells more of the town and its people. It is an enticing story of bygone days when life was simple and people were interested in their neighbors. The book might be classed as a cavalcade of two centuries of life in a small city in southern New England. It is in reality the story of the author's own life.

WHITON, SHERILL. *Elements of Interior Decoration*. Revised and enlarged. Philadelphia: J.B. Lippincott Co. 1944. 858 pp. The book is intended to guide the amateur or the student of art to an intelligent understanding of what is good, true, and beautiful in home decoration. The text presents facts in the logical sequence first of developing a connoisseurship of details and second of analyzing the principles of assembling, harmonization, and composition. The information and principles presented are adaptable to the decoration of the simplest or the most elaborate type of room, and they are intended to awaken latent taste in the individual, arouse his imagination, and aid in developing his creative ability. Branches of decorative training are also included in order to develop in the student a sense of form, color, and proportion and thus give him some knowledge of how to produce and interpret working drawings. The courses, principles, and result to date of the trend in "modern decoration" is also included in the text.

#### PAMPHLETS, WORKBOOKS, AND OTHER MATERIALS FOR PUPIL AND TEACHER

*The ABC's of Public Relations for Recreation*. New York 10: National Recreation Association. 1946. 64 pp. 85c. A primer for recreation workers showing how to use the newspaper, the radio, window displays, other printed matter, direct mail advertising, and exhibits effectively in a public relations program for improved recreational programs in the communities of the nation.

ALINSKY, SAUL, et al. *The Little Man in a Big Society*. Chicago. The University of Chicago Round Table. March 17, 1946. 24 pp. 10c. Annual subscription rates for these weekly broadcasts, one year, \$3.00; six months, \$1.50. Discusses what he can do.

*Amherst Tomorrow*. Amherst, Mass.: Amherst College. 1946. 132 pp. A report of the Alumni Committee on the postwar opportunities and obligations for Amherst College.

*Annual Report of the General Education Board*. New York: The Board, 49 W. 49th Street. 1945. 115 pp. Discusses the projects conducted by the Board during the year 1944.

*Art for Secondary Schools*. Baltimore, Md.: Department of Education, City of Baltimore. 1945. 332 pp. A course of study for grades 7 to 12 inclusive organized by grades and into units.

*The Atom: New Source of Energy.* New York: McGraw Hill Pub. Co., 330 West 42nd St. 1946. 4 pp. Free. A survey of the prospects for industrial use of atomic energy.

*The Atomic Bomb.* Washington, D.C.: Atomic Information, 1621 K Street, N.W., 1946. 64 pp. 20c. Prepared by the Atomic Scientists of Chicago for distribution to members of Congress, this booklet presents the facts of atomic energy and some of their implications.

*The Atomic Bomb: A World Problem.* By V. H. Holloway. New York: The Council for Social Action, Congregational Christian Churches, 289 Fourth Avenue, 1946. 16 pp. 10c. Discusses its implications for world peace.

BALDWIN, G.B. *Planning for Life.* Seattle: Northwest Guidance Ass'n., 4034 Arcade Bldg. 1945. 28 pp. A plan book for students in educational and vocational guidance. This association is a nonprofit, educational agency composed chiefly of public school administrators and is financed by warrants drawn on the budgets of the co-operating high schools.

BARTELS, YOPE, and MAURY, PHILIPPE. *Message from Europe.* New York: Friendship Press, 156 Fifth Ave. 1946. 32 pp. 35c. A picture of religious conditions in Europe before and during the last war with suggestions as to what other countries can do to help solve today's problems in this war devastated area.

A *Basic Book Collection for High Schools.* Chicago: American Library Ass'n. 1945. 195 pp. \$2.00. An annotated list of books arranged in sections according to the Dewey Decimal System. Also contains an index and a directory of publishers.

*Basic Issues in Secondary Education.* Albany: New York. State Department of Education. 1945. 79 pp. A Report of the Consultative Committee of the department listing 17 points or issues which guided the committee in the writing of the report. Such reports as common learnings, the school program and out-of-school activities, lessons from military education, and administrative aspects are discussed.

Bible Courses of Study used in the Public High Schools of Dallas, Texas, available through the Office of Superintendent of School:

*New Testament Study Course,* 1945. 95 pp. 60c. A general survey course outline for which the student receives one-half unit toward high-school graduation. Questions of a controversial nature are avoided in so far as possible. Accompanied by a 4-page printed final examination.

*Old Testament.* 1944. 96 pp. 65c. Presents a study of topics of vital interest and importance to high-school students. Controversial questions are avoided as much as is possible. Carries one-half unit toward high-school graduation. Accompanied by a 4-page printed final examination.

BLUMENFELD, WALTER, and SARDON, M. A. *Revision de Lima de La Forma "a del Test Colectivo de Terman y Resultados de su Aplicación.* Lima, Peru: Instituto Psicopedagógico Nacional, Apartado No. 636. 1945. Ano. IV, No. 1. 135 pp.

*Boys and Girls of the United Kingdom.* Washington 6, D.C. National Education Association. 1946. 24 pp. 15c. A teaching unit for grades 4 to 6 to help pupils of the United States to know the boys and girls of the United Kingdom.

*Brief for Action.* Washington 6, D.C.: National League of Women Voters, 726 Jackson Place. 1946. 8 pp. 25c for 5 copies. (minimum order). Progress report of atomic energy.

CARLSON, M. I. *A Semantic Approach to Reading*. Urbana, Ill.: C.W. Roberts, 204a Lincoln Hall. 1946. 20 pp. 15c. Also contains an article, "Modern Trends in Vocabulary Building."

*The Citizenship Education Study*. Detroit: The Study, 436 Merrick. 1946. 24 pp. A statement on the general framework of the study involving the Detroit public schools and Wayne University supported by the William Volker Charities Fund, Inc.

CLARK, F.J., editor. *Postwar Problems in Junior and Senior High Schools*. Seattle, Wash., the editor. 1946. 64 pp. \$1.00. A compilation of addresses and reports of school leaders in the 17th and 18th Principals' Parliament held in Seattle in 1944 and 1945.

COLE, LUELLA, and FERGUSON, J.M. *Students' Guide to Efficient Study*. New York: Rinehart and Co. 1946. 70 pp. 50c. A discussion of 36 rules on efficient study from which the reader is encouraged to select those of most value to him in developing good study habits. The authors, after many years of observing, investigating, and analyzing the study habits of college students, have concluded "that the successful student differs from the unsuccessful one of the same intelligence in only a few of his study habits." These, they conclude, are of the utmost importance.

*Commemoration Through Community Services*. New York 16: American City Magazine Corporation, 470 Fourth Avenue. 1945. 36 pp. (12½x9¾ in.) \$1.00. Proposing, as the highest type of war memorial, the building of a worth-while community life, and pointing out that "a people justifies its memorials by carrying forward the vision and courage of those commemorated," the brochure dramatizes in more than 100 photographs and plans its basic theme—that "the unfinished task of democracy is to build the community at home and in the world."

*Conquest*. Chicago: Lee Lyles, Assistant to the President of the Santa Fe Railway. 1945. 32 pp. Free. This booklet contains the pictures and script of Santa Fe's historical 35-mm sound slide-film of the same name. Prints of the sound slide-film may be borrowed.

*Conservation of Plants*. Indianapolis: Indiana State Department of Public Instruction. 1945. 50 pp. A unit of instruction covering trees, shrubs, grasses, and flowers.

*A Course of Study in Art*. North Arlington, N.J.: Public School System. 5 pp. mimeographed. An outline by grades 7 to 12 inclusive.

DAVIE, M. R. *What Shall We Do About Immigration?* New York 20: Public Affairs Committee, Inc. 1946. 32 pp. 10c. Although opinion in America appears to favor limiting the number of immigrants, the author finds that there is a widespread feeling against any "closed door" policy and that the demand for a more liberal immigration policy takes the form of proposals to relax, *not remove*, our restrictive legislation. After raising these questions, the pamphlet concludes that "It would be strange indeed, especially at this time when the lives and liberties of millions throughout the world are endangered, if we, with our proud tradition as a refuge for the oppressed, should refuse to bear our share of a great human problem by closing our gates."

EASTMAN, L. A. *Furniture, Fixtures, and Equipment*. Chicago: American Library Ass'n. 1927, Revised. 19 pp. 35c. Helpful suggestions concerning these features of the library.

*The Educational, Scientific, and Cultural Organization of the United Nations—with Text of Constitution.* New York 16: Foreign Policy Association, Inc., 22 East 38th St. 1946. 12 pp. 25c. Prepared by Dean C. Mildred Thompson of Vassar College, one of the United States delegates to the London Conference of November, 1945, this is one (Feb. 15, 1946) of the regularly semi-monthly issues of the *Foreign Policy Reports*, Subscription, \$5.00 a year.

*Eleven Comprehensive Services in Driver Education and Training.* Washington 6, D.C. American Automobile Association. 1946. 24 pp. Illustrates the specific services and materials available from the AAA for instituting and maintaining a comprehensive driver education and training program.

**FAULKNER, A.S.** *What We Hear in Music.* Camden, N.J.: Educational Department, RCA Victor Division. 1943. 704 pp. \$2.25. This course of study in music appreciation and history for use in high schools is planned for the study of music in a broadly cultural style, looking toward giving a working knowledge of the literature of music, rather than a theoretical study. It presents a careful solution of the choicest music classified and analyzed for definite, illustrative study in consecutive lessons, and each section is set in chronological order and historical significance, starting at a given point, progressing systematically, and arriving at a legitimate conclusion. It is divided into four main parts of 36 programs each adaptable to a four-year course of 36 lessons. These lessons trace the history of music, the development of the many forms of music—the opera and oratorio—the functions of the various instruments of the orchestra, and discusses the national music of the principle countries of the world.

*Fifty Facts about UNRRA.* Washington, D.C.: United Nations Relief and Rehabilitation Admin. 1946. 35 pp. Lists and discusses 50 facts about UNRRA.

*Finding Lists of Songs and Choruses.* Chicago: Hall and McCreary Co. 1945. 128 pp. A composite cross index of all Hall and McCreary music publications, both books and octavos. The purpose of this list is to help program builders find songs and choruses available for their needs.

**FOX, W. H., and EATON, M.T.** *Analysis of the Spelling Proficiency of 82,833 Pupils in Grades 2 to 8 in 3,547 Teaching Units of the City Schools in Indiana.* Bloomington: Indiana University, School of Education. 1946. 50 pp. 50c. An analysis and appraisal of the results of a state-wide project.

**FRAZIER, ALEX., editor.** *Suggested Readings.* Los Angeles: Office of County Superintendent of Schools, Division of Secondary Education. 1946. 8 pp. Suggested readings of articles, pamphlets, and books of current significance for teachers and administrators for professional growth and development. Classified under eleven areas.

*Germany—Unfinished Business.* Washington, D.C.: Department of State. 1946. 23 pp. mimeo. Background information outlining the story of what is being done and why it is being done.

*A Guide for Planning School Buildings.* Lansing: Michigan State Department of Public Instruction. 1945. 145 pp. Helpful to those planning and building new school buildings.

*Guide to United Nations and Allied Agencies.* New York 20. United Nations Information Office, 610 Fifth Ave. 1945. \$1.00 This valuable handbook contains particulars about approximately 83 agencies. It gives the official title, address, date of commencement, officers and details of organization, a summary of activities, and a list of publications, if any.

HOLLISTER, PAUL, and STRUNSKY, ROBERT, editors. *From Pearl Harbor Into Tokyo*. New York: Columbia Broadcasting System. 1945. 313 pp. This is the story as told by the 27 war correspondents on the air. It is the documented broadcasts of the war in the Pacific as they were transmitted by CBS throughout America and the world—taken verbatim from the CBS records.

HOLY, T. C., and HERRICK, J.H. *A Survey of the School Building Needs of Cincinnati*. Columbus 10: The Ohio State Univ. 1945. 198 pp. \$2.00. Presents the findings of the study and makes six specific recommendations concerning the abandonment, enlargement, and erection of school buildings to meet present and future educational needs. Approximate cost of this program together with a plan for financing is also given.

*How the World's Biggest Customer Earns Her Living*. New York 20: British Information Center, 30 Rockefeller Plaza. 1946. 44 pp. Free. A diagrammatical presentation showing Britain becoming the "world's biggest customer" by increasing her exports by 50 per cent.

HOWERTON, GEORGE. *The Use of Victor Records in the High School Choral Training Program*. Camden, N.J.: Education Department, R.C.A. Victor Division. 1944. 64 pp. 25c. The author describes his method of developing good singing. His procedures should prove highly valuable and illuminating to those interested in choral performance.

*Industry Reports to Veterans on Jobs*. New York 20: National Association of Manufacturers, 14 W. 49th St. 1946. 12 pp. Single copies, free. How companies are providing jobs for veterans.

*Intellectual Trends in Latin America*. Austin: The Univ. of Texas Press. 1945. 148 pp. Papers read at a Conference on Intellectual Trends in Latin America at the University of Texas.

*International Inspection of Radioactive Mineral Production*. Washington 6, D.C.: Atomic Information, 1621 K Street, N.W. 1946. 18 pp. A conference report in which the conclusion of the geologists, mining engineers, and political scientists who prepared this report is that trustworthy methods of international inspection can be worked out.

LEMMEL, C. *How Fame and Fortune Come to People from Reading*. Rochester 1, N.Y.: Books of Biography Publishing Co. 1946. 8 pp. A pamphlet advocating speed in reading; i. e., the faster you read, the better you understand what you are reading.

MALAN, C.T. *Planning for the Educational and School Building Program*. Indianapolis, Indiana State Department of Public Instruction. 1945. 20 pp. Contains suggestions as to procedures for educational and school building surveys and a proposed financial estimate of city and county school construction needs in the state of Indiana.

MURPHY, H.A. *Form in Music for the Listener*. Camden, N.J.: Education Division, RCA Victor Division, 1945. 224 pp. The author has prepared a guide to the listener to music wherewith a given selection is carefully and succinctly analyzed so that he as he sits by his phonograph or radio can follow the structure of the composition. In the discussion of the listening process, the author with every general formulation made, presents a generous number of examples of musical compositions which appear frequently on standard concert programs.

MURRAY, PHILIP, and THOMAS, R.J. *Living Costs in World War II, 1941-1944.*

Washington 6, D.C.: CIO, 718 Jackson Place, N.W. 1944. 240 pp. 50c. Reviews the findings of the CIO and AFL joint Recommended Report of the cost of living, answers criticism made by the Bureau of Labor Statistics, and presents a large body of new material.

*Noticias.* New York 5: Council for Inter-American Co-operation, Inc., 57 William St. An 8-page weekly digest of hemisphere reports covering all aspects of Latin American news—cultural, political, and economic. This is available at a regular yearly subscription of \$10.00 but may be obtained by academic institutions and principals and teachers for a yearly rate of \$5.00.

O'CONNOR, BASIL. *Red Cross—A Force For Peace.* Washington, D.C.: American National Red Cross. 1946. 16 pp. Free. Radio broadcast of the author.

OPPY, GENE, and others. *Secondary Education for Veterans of World War II.* Columbus: The Ohio State Univ. 1945. 112 pp. 50c. Answers questions which school administrators face in solving the varied problems presented by the veteran who wants to finish high school. A report of a co-operative project in secondary education for veterans conducted at the University.

*Picture Stories from American History:* Part I—Period of Discovery; Part II—Period of Colonization and Independence. New York 12. Educational Comics, Inc., 225 Lafayette St. 1946. 60 pp. 10c for each part. In lots of 2 dozen or more \$1.00 per dozen. These publications are helpful supplemental textbooks in picture and story. Part II shows how our forefathers developed a new way for people to live fairly and happily together, and Part III (soon to be available) tells about the adoption of the Constitution.

PLAISTER, C. D. *Floors and Floor Coverings.* Chicago: American Library Ass'n. 1939. 75 pp. 75c. An excellent treatise on the construction, maintenance and care of various types of floors that have been used in school libraries.

*Preserving the Design for Americans.* Williamsburg, Va.: Colonial Williamsburg. 23 pp. Describes the restoration of historic Williamsburg to its 18th Century appearance.

Publications of the American Friends Service Committee, 20 S. Twelfth Street, Philadelphia 7, Pa.:

*Special Resource Packets:* A wealth of background material helpful in a better understanding of the times and helpful in analyzing new patterns for peace.

*New Leaflet: Security In The Atomic Age.* \$2.00 per 100; \$10 per 1,000; \$45 per 5,000.

Publications available through the Association of American Railroads, Transportation Building, Washington 6, D. C.:

*The Development of Railroad Transportation in the United States,* a brief review of the development of the American railroads, with six historical maps showing the growth of railroads from 1830 to 1890 and the system today. Free.

*Teacher's Kit for a Study of Railway Transportation*—consisting of 56 photographic reproductions; a *Teacher's Manual*, and booklet entitled *The Story Behind the Pictures.* Free.

Publications of the Columbia Broadcasting System, 485 Madison Avenue, New York, 22. Free.

*Forecasts in FM and Television.* 1945. 28 pp. Reprints of four successive broadcasts by four eminent authorities in the field.

*Radio's Daytime Serial.* 1945. 28 pp. The results of a study of listening habits, ingredients, and effects of CBS's programs during the past two years set forth in plain language as a guide toward making these programs even more interesting to the listening audience.

*The Transition From AM to FM Broadcasting.* 1945. 44 pp. Statements submitted by two CBS officials to the Federal Communications Commission.

Publications prepared by the Curriculum Laboratory of the University of Oregon and distributed by the University Co-operative Store, University of Oregon, Eugene:

No. 1 Social Studies: A Study Guide for Teachers	45 pp 40c
3 Language Arts: A Study Guide for Teachers	34 pp 35c
5 Science: A Study Guide for Teachers	21 pp 25c
11 Mathematics: A Study Guide for Teachers	19 pp 25c
36 Cur. Trends and Recommendations for a 12-year Soc. St. Prog.	40 pp 35c
37 Cur. Trends and Recommendations for a Language Arts Prog.	50 pp 45c
38 Cur. Trends and Recommendations for a Science Program	20 pp 30c
39 Cur. Trends and Recommendations for a Mathematics Program	32 pp 30c
40 Cur. Trends and Recommendations for an Arts and Craft Prog.	26 pp 30c
13 A Proposed Jr. H.S. Cur.: A Study Guide for Teachers and Admin's	9 pp 15c
42 A Framework for American Educational Philosophy	17 pp 25c
6 Units of Work	31 pp 35c
15 Planning and Teaching Curriculum Units	20 pp 25c
20 Suggestions for Improving Group Discussions	4 pp 10c
23a Kilpatrick Conference Handbook on the Learning Process	23 pp 20c
56 Education of Free Men in American Democracy	43 pp 50c
C. The School Curriculum and Community Life	21 pp 25c
12 Interdependence in Plant and Animal Life: A High School Science Unit	
25 The Adventures of Puck: An Appreciation Unit (all grades)	50 pp 60c
26 Robin Hood: An Appreciation Unit (all grades)	40 pp 50c
27 Brazil: A Land of Opportunity (all grades)	40 pp 50c
30 Bibliography for Units on Mexico (all grades)	20 pp 25c
31 Bibliography for Units on Communication (all grades)	20 pp 25c
33 Insurance: A Unit for Social Mathematics (high school)	16 pp 20c
35 The Culture and Civilization of the Northern Countries (H.S.)	28 pp 35c
53 Romo-Italian Culture (high school)	43 pp 50c
A. Installment Buying (Jr. and Sr. H. S.)	44 pp 50c
7 A High-School Science Program	29 pp 30c
41 Description of Tenth-Grade Social Living	36 pp 35c
E. Craft Arts Handbook	246 pp \$2.50
43 Improving Pupil Evaluation and Marking	17 pp 25c
D. Check List of Attitudes on Fifty Crucial Current Problems	22 pp 35c
17 An Index to Visual and Auditory Aids and Materials	36 pp 35c
24 Price Lists of Free and Inexpensive Teaching Materials	20 pp 25c

Publications of the Curriculum Service Bureau for International Studies, Inc., 433 W. 123rd St., New York 27:

Alpiger, Henrietta. *Fellow Americans.* 1944. 36 pp. A study unit on Brazil with emphasis on the region surrounding the Amazon River prepared in the summer workshop in inter-American relations at the University of Louisville.

Antillon, Beatriz. *Experiences of a Latin American Exchange Student in the United States*. 1944. 20 pp. A report of impressions concerning the United States held by these exchange students.

Pugh, G. T. *Mexican Folk Dances*. 1944. 36 pp. Portrays and explains the significance of the native dances of old Mexico.

Publications of General Mills, Inc., Department No. 193, Minneapolis, Minn., and available for classroom use:

*An Adequate Breakfast*. Reprint from the January, 1946, issue of *Life and Health*, the national health journal.

*Aids to a Health and Nutrition Program for School and Community*. Brochures describing teaching aids that provide the framework for a community-school program in nutrition and health education. These publications, available in limited quantities at the end of this school year, include *Nutrition Education, Manual for Teachers in Elementary Grades, The Nutrition News Exchange, Parents' Folder and 4 Classroom Posters*.

*Model Mill Chart*—8½ x 11. Simplified chart of necessary processes in flour milling.

*More Than Meets the Eye*. 16 pp. The Story of Modern Flour Milling. Behind the scenes at General Mills. What goes into a sack of flour and how it gets there.

*A Nutrition Guide*. 20 pp. Booklet in 4 colors. Essential nutrition information.

*Older Rural Youth*. Plan today for the America of tomorrow. Objectives and principles for programs and activities of older rural youths.

*Parents' Part in 4-H Club Work*. Presents to extension agents, 4-H leaders, and others interested in rural youth some of the ways in which they can help parents take their part in bringing the values of youth programs into every home.

*Soybeans in American Industry*. Reprint of a magazine article on uses of soybeans and various methods of processing them.

*The Story of the Cereal Grains*. 32 pp. Traces history of cereal grains and describes present-day practices in growing and utilizing them. Detailed discussion of their nutritive contributions.

*Vitamin and Mineral Information*. Chart 28x38. Table showing function, recommended daily allowances, and quantities provided by common foods as eaten for all essential vitamins and minerals (except phosphorous) known to be important in human nutrition and for which a recommended daily allowance can be offered at this time.

*The Wheat Kernel and Its Food Elements*—8½x11 in. Photographic chart of wheat kernel enlarged with longitudinal section exposed.

Publications available through the National Education Association, 1201—16th St. N.W. Washington 6, D.C.: *Court Decisions on Teacher Tenure*. 1946. 24 pp. 25c. A summarization of important court decisions that were made affecting teacher tenure during 1946.

*Looking Toward Tomorrow's Education*. 1945. 32 pp. A listing and discussions of goals prepared by a Joint Committee of the NEA and the National Congress of Parents and Teachers.

*National Citizenship Day*. 1946. 36 pp. 25c. Suggestions for developing programs for this day prepared by the NEA Committee on Citizenship.

*Safer Highway Travel*. 1945. 16 pp. 15c. Twenty-one teachers report on classroom activities prepared by the National Commission on Safety Education of the NEA.

*Statutory Provisions for Statewide Retirement Systems.* 1946. 56 pp. A study proposed by the Research Division of the NEA and the National Council on Teacher Retirement.

Publications available through the Office of the State Supervisor of Occupational Information and Guidance Service, 211 South Eleventh St., Fargo, N.D.:

*Bibliography of Inexpensive Occupational Pamphlet Material.* 1945. Bul. No. 30. 37 pp. mimeo. Lists pamphlets published since January 1, 1940, and available at \$1.00 or less.

*The Vocational Homemaking Teacher and the Conference Hour* by L. M. Horton and S. R. Ostrom. 1945. Bul. No. 31. 10 pp. mimeo. What to do during the vocational homemaking conference hour as a means to help the new vocational homemaking teacher.

Publications recently released in pocket size by Penguin Books, Inc. 245 Fifth Ave., New York 16. This company aims to republish, at a price within the reach of everyone, the best of contemporary and classical literature. These books chosen on the basis of permanent value sell for 25 cents each (heavy paper back). Included in these books are:

Benedict, Ruth. *Patterns of Culture.* 1934. 272 pp. By showing that human cultures represent a whole range of integrated patterns of behavior that shape our actions, the author sweeps aside a mass of prejudice and puts in a new light the dilemmas of the individual and society.

Cloete, Stuart. *The Turning Wheels.* 1937. 356 pp. An epic tale of the Great Trek of the Boers to Transvaal in the 1830's of people who through tenacity and determination have created for themselves a respect equal to that of the pioneer settlers of our country.

Darnton, Christian. *You and Music.* 1940. 180 pp. This introduction to music by an English composer tells how music is made and how it has developed up to contemporary times. It includes an analysis of jazz, folk-music, and popular music and their relation to serious music.

Gamow, George. *The Birth and Death of the Sun.* 1940. 219 pp. The author handles space, time, weight, the intracacies of physics and atomic energy, with simplicity and clarity. For this Pelican edition he has written a new preface and a special appendix on the atomic bomb. It contains 60 diagrams and drawings and a 16-page insert of photographs.

Greene, Graham. *The Ministry of Fear.* 1943. 233 pp. The fascinating and thrilling story of a man obsessed with fear who finally regains his mental equilibrium.

Gruber, Frank. *The Laughing Fox.* 1940. 188 pp. The scene is a mid-western town in which wealthy fox breeders gather for the annual fair and fur auction; the story is about a mystery solved—one that had baffled authorities for years.

Lawrence, D.H. *The Lovely Lady.* 1933. 156 pp. Contains seven of the author's last short stories; each is a sketch; a diagram, an analysis of essential, unselfconscious behavior; each analyzes the disintegration of human relationships through lack of orientation to any true and passionate mode of life—the decadence of our industrial civilization and social system. The seven stories are: "The Lovely Lady," "Rawdon's Roof," "The Rocking-Horse Winner," "Mother and Daughter," "The Blue Moccasins," "Things," and "The Overtone."

Lippmann, Walter. *Public Opinion.* 1922. 323 pp. This book tells what "public opinion" is, how it is formed, how it works, where it fails, and how it

can be made more effective. Everything that the author has to say is of peculiar relevance to our contemporary problems.

Among other books scheduled for publication the next few months are:

*The Good Soldier Švejk* by Jaroslav Hašek  
*A Passage to India* by E. M. Forster  
*Manhattan Transfer* by John Dos Passos  
*Bread and Wine* by Ignazio Silone  
*The Patience of Maigret* by Georges Simenon  
*Pal Joey* by John O'Hara  
*God's Little Acre* by Erskine Caldwell  
*Thunder on the Left* by Christopher Morley  
*Vein of Iron* by Ellen Glasgow  
*Winesburg, Ohio* by Sherwood Anderson  
*Martin Eden* by Jack London  
*The Unvanquished* by Howard Fast  
*Orlando* by Virginia Woolf  
*O'Halloran's Luck* by Stephen Vincent Benét

Publications available through the Social Protection Division, Federal Security Agency, Washington 25, D.C. Not for general distribution:

*Recommendations on Standards for Detention of Juveniles and Adults*. 1945. 24 pp. A manual for the guidance of communities in providing adequate and humane facilities for adults and juveniles in temporary detention.

*Challenge to Community Action*. 1945. 76 pp. Suggests some community weapons and summarizes available information about prostitution, promiscuity, and venereal diseases.

*Techniques of Law Enforcement Against Prostitution*. 1945. 75 pp. A manual for the guidance of enforcement officers in proceeding against prostitutes and procurers.

*Techniques of Law Enforcement in the Treatment of Juveniles and the Prevention of Juvenile Delinquency*. 1944. 60 pp. A manual for the guidance of enforcement officers in dealing with juvenile offenders and in establishing a Delinquency Prevention Bureau.

*Techniques of Law Enforcement in the Use of Policewomen with Special Reference to Social Protection*. 1945. 93 pp. A manual for policewomen in the performance of their duties as well as for enforcement administration in the selection, assignment, and use of women police officers.

Publications procurable from the Superintendent of Documents, Washington 25, D.C. *The British Loan—What It Means to Us*. 1946. 19 pp. 10c. A radio broadcast by Fred M. Vinson and Dean Acheson.

*Consultation Among the American Republics With Respect to the Argentine Situation*. 1946. 86 pp. 20c. A memorandum delivered to representatives of the other American republics on the Argentine situation.

*The Credit to Britain—a Key to Expanded Trade*. 1946. 16 pp. 10c. Address by Dean Acheson of the Department of State.

*The Defense of Peace*. 1946. 31 pp. Documents relating to UNESCO.

*Proposals for Expansion of World Trade and Employment*. 1945. 28 pp. Proposal for consideration by peoples of the world, in preparation for an international conference on trade and employment.

*Questions and Answers on the Anglo-American Financial Agreement*. 1946. 14 pp. Contains 30 questions and answers on this agreement, prepared by the U.S. Treasury Department.

*Why Lend to Britain?* 1946. 20 pp. 5c. An address by Clair Wilcox of the Department of State.

Publications of the Tennessee Department of Education, Division of School Libraries, Nashville 3. Quantity prices for the fifteen leaflets: Lots of 25, 50, 100, or 500 or any one title at 2c each, postage prepaid. The price per thousand is \$8.00 for the leaflets up to 8 pages in length; over 8 pages the price is \$10.00 per thousand.

- No. 1. *The Principal's Responsibility in Developing the School Library Program*, 4 pp.
- No. 2. *Types of School Library Service*, 4 pp.
- No. 3. *Scheduling in a Combined Elementary and High-School Library*, 4 pp.
- No. 4. *Use Made of the Assigned Library Period*, 4 pp.
- No. 5. *Ways to Encourage the Maximum Use of the Library*, 6 pp.
- No. 6. *Personnel of the School Library*, 4 pp.
- No. 7. *Training Pupil Assistants for School Library Service*, 12 pp.
- No. 8. *Discipline: The Librarian's Bugaboo*, 6 pp.
- No. 9. *Book and Magazine Selection: Book Reports*, 10 pp.
- No. 10. *Binding Library Books*, 6 pp.
- No. 11. *Weeding the School Library Collection*, 8 pp.
- No. 12. *Integrated Library Instruction*, 6 pp.
- No. 13. *Sources for Suggestions on School Library Publicity*, 10 pp.
- No. 14. *School Library Records*, 8 pp.
- No. 15. *Library Room and Equipment*, 6 pp.

Publications available through the Tulsa Public Schools, Charles C. Mason, Supt., Tulsa, Oklahoma:

*Our Tulsa Schools*, a 24-page journal dedicated to the improvement of the administrative, supervisory, and teaching practices of the Tulsa public schools. Communications should be addressed to Jess S. Hudson, Director of Curriculum, Box 131, Tulsa 1.

*Tulsa School Review*. A monthly publication of the Tulsa public school describing programs and activities being conducted or contemplated.

Publications available through the U.S. Department of Labor, Children's Bureau, Washington 25, D.C.

*British Recommendations with Regard to Children with Rheumatic Fever* by Betty Huse, M.D., a reprint.

*Childhood Mortality From Accidents*; by age, race, and sex and by type of accident. Pub. 311. (Contains a chapter "Fatal Accidents in Adolescence"). 1945. 25 pp. 10c.

*Development of Local Resources to Meet Existing Child Welfare Needs* by Mildred Arnold, a reprint.

*Facts About Rheumatic Fever*. Pub. 207. 1945. 9 pp. Free.

*For the Children's Bookshelf*; a booklist for parents. Pub. 304. 1944. 24 pp. 10c.

*If a Child Has Heart Disease or Rheumatic Fever* by Betty Huse, M.D., a reprint.

*Our Concern—Every Child; State and Community Planning for Wartime and Post-war Security for Children* by Emma O. Lundberg. Pub. 303. 1944. 84 pp. 15c.

*Physical Fitness and Health Problems of the Adolescent; Health Services in a High School—What It Can Offer*, William M. Schmidt, M.D., a reprint. *Services for Unmarried Mothers and Their Children*. 1945. 18 pp. 10c.

*State and Community Planning for Children and Youth; Proposals of the National Commission on Children in Wartime.* Pub. 312. 1945. 21 pp. Free.  
*State Programs for Care of Children with Rheumatic Fever; Under the Social Security Act, Title V, Part 2.* 1944. 10 pp. Free.  
*Understanding Juvenile Delinquency.* Pub. 300. 1943. 52 pp. 10c.

Publications of the United States Maritime Commission, Education Section, Division of Information, Washington 25, D.C. Free:

*America Builds Ships.* 64 pages. An attractive pictorial and print presentation of the program of the U.S. Maritime Commission.

*U.S. Maritime Service, Information Booklet.* 64 pages. Information about the many opportunities which are available to young Americans through training stations, upgrade schools, and specialist schools by the U.S. Maritime Service. Profusely illustrated.

*The U.S. Merchant Marine; a Teacher's Guide.* 16 pp. For use in the senior high school on the development and problems of our Merchant Marine and its relation to our national economy and defense.

Publications of the United Steelworkers of America, 1500 Commonwealth Building, Pittsburgh 22, Pa.:

*Avoid Another Depression.* 1945. 4 pp. The history of wages and profits and the lesson to be learned as seen by the president of the organization.

*The Braddock Steelworker.* 1945. 62 pp. 25c. A study of the wartime income and expenditures of a typical group of American wage earners—the Braddock steelworkers.

*The CIO and the Veteran.* 1945. 32 pp. 10c. Tells how CIO unions are streamlining their procedure so that veterans may be quickly re-employed.

*The CIO Case for Substantial Pay Increases.* 1945. 20 pp. 5c. The organization explains how manufacturing industries can make substantial pay increases and still gain profits twice as great as they did in pre-war years.

*Steelworkers Need a \$2.00-a-Day Increase.* 1946. 8 pp. Free. A digest of a complete documented analysis of the union's wage case as presented by its president.

Publications of the Westinghouse Electric Corporations, 306 Fourth Avenue, P.O. Box 1017, Pittsburgh 30, Pa. Free.

*Map,* showing essential world-wide trade routes and the principal resources that enter into foreign trade.

*This Time Let's Keep our Merchant Marine.* 30 pp. The story and history of our Merchant Marine with pictures. This material is also available, free of charge except for transportation, in a 35-mm full-color sound slide-film.

*Puerto Rico's Future Political Status.* Washington 6, D. C. Office of Puerto Rico, 1026—17th St. N.W. 1946. 32 pp. Free. Presents the chief items from recent public records in the matter of her ultimate political status.

*Report of the Director General to the Council.* Washington, D.C.: United Nations Relief and Rehabilitation Admin. 1945. 95 pp. The Director General, Herbert H. Lehman, reports on the work of the UNRRA for the period July 1, 1945, to September 30, 1945. Mr. Lehman has recently resigned from this position because of poor health.

*Report on the International Control of Atomic Energy.* Washington 25, D.C. Superintendent of Documents. 1946. 75 pp. 20c. This report is in the main the work of a Board of Consultants to the Department of State. It is a preliminary study of the international control of atomic energy and should

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serve as a starting point for informed public discussion, as the committee states, "a place to begin, a foundation on which to build."

RICHARDSON, N.K. *Type With One Hand*. Cincinnati 2: South-Western Pub. Co. 1946. 32 pp. 28c. The pamphlet is designed to train the student to master the keyboard. After he has mastered the keyboard, he may proceed with any regular textbook and may, therefore, continue in the same class with other students. In other words, this book, which is an outgrowth of practical experience and experimentation, is to teach the student how to cover the keyboard with one hand instead of two hands. This is the first book of its kind that has ever been published. It has been published especially for men who have lost a hand in the war, but it will also be helpful to other handicapped persons who want to learn to type. The content has been arranged for ease in making the reaches, simplicity of teaching, and effectiveness in results. The correlation and integration of the materials make the pamphlet readily adaptable and usable with standard typewriting texts either for teacher or for self-instruction purposes. The methods, procedures, and devices used are the results of fifteen years of research, experimentation, and experience by the author in teaching one-handed persons to type.

RIDENOUR, L.N. *Pilot Lights of the Apocalypse*. Washington 6, D.C.: Atomic Information, 1621 K St. N.W. 1946. 8 pp. 5 cents, set of 7 copies 25c postpaid. A seven character one-act playlet dramatizing the danger of allowing a world-wide atomic arms race to get started.

ROMULO, HON. CARLOS P. *The Filipino Veteran*, etc. Washington, D.C. Philippine Commonwealth, 1617 Mass. Ave. N.W. 1946. 20 pp. Speeches by the Hon. Carlos P. Romulo in the U.S. House of Representatives.

ROSS, C. C. *Factors Associated with a State's Educational Level*. Lexington: Bureau of School Services, Univ. of Kentucky. 1945. 144 pp. 50c. Presents important information for those concerned with the improvement of economic situations and of education. Two problems are presented—what factors differentiate the 12 high states in the nation from the 12 low states, ranked on the basis of the educational level of the population 25 years of age or over in 1940? On the same basis what factors differentiate the 30 high counties of Kentucky from the 30 low counties? An excellent presentation of factual data carrying conviction of the need for Federal aid to education.

SANDERSON, V.S. *What Should I Know About Speech Defects?* Columbus 10: The Ohio State Univ. 1946. 40 pp. A handbook for the classroom teacher acquainting her with the basic best ways and means of dealing intelligently with the individual speech needs in her classroom. With more than a million school children between the ages of 5 and 18 needing correction of speech defects, the need for an intelligent understanding on the part of the classroom teacher is readily recognizable.

SANTIVANEZ, ELISEO SANABRIA. *Algunos Aspectos de la Educacion Secundaria*. Cerro de Pasco, Peru: Imprenta "Kipus." 1946. 102 pp. \$3.00 (Spanish.)

SANTIVANEZ, ELISEO SANABRIA. *Una Excursion Colegial al Cusco*. Cerro de Pasco, Peru; Imprenta "Kipus." 1946. 114 pp. (18 pages of pictures) \$1.50 (Spanish.)

*School Libraries for Today and Tomorrow*. Chicago: American Library Ass'n. 1945. 44 pp. \$1.00. Discusses the function and standards of a good library.

SEAY, M.F. *A Report on Education*. Louisville 2: Executive Director, 427 S. Fourth Ave. 1946. 32 pp. A constructive critical analysis of the status of education in Kentucky presented as a challenge to correct conditions that need correction.

SHAEFFER, G.A. *Basic Mechanical Drawing*. Milwaukee, Wis.: Bruce Pub. Co. 1946. 90 pp. 60c. A text and problem book for beginners in mechanical drawing devoted to those principles and processes considered basic. The book is divided into sections, each representing a problem and each builds upon the preceding one in a progressive development of the pupil's understanding and skill.

SILVIUS, G. H. and BAYSINGER, G.B. *Safe Work Practice in Woodworking*. Chicago: American Technical Society. 1945. 83 pp. 85c. Prepared as supplementary text material for hand and machine woodworking, the material is arranged for easy integration. Arrangement is such as to facilitate selection and use of material as the need arises. A test is included for each woodworking machine. Well illustrated.

*Spinal Hygiene*. Detroit 26: Michigan State Chiropractic Society. 1946. 16 pp. Free. The quarterly publication issued by the Council on Public Health Education.

*16-mm Sound Films*. Ottawa, Canada: National Film Board of Canada. 1945. 24 pp. Free. A listing of Canadian government films available on a purchase or rental basis from commercial film distributors in the United States.

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*The Spanish Government and the Axis.* Washington 25, D.C. Superintendent of Documents. 1946. 39 pp. 15c. Official German documents released by the U.S. Department of State.

*Standards for Schoolhouse Construction.* Charleston, W. Va.: Division of Schoolhouse Planning, State Department of Education. 1945. 94 pp. \$1.00. Recognizing the need for guidance in schoolhouse construction in West Virginia, State Superintendent of Free Schools, W. W. Trent, appointed in August, 1943, the West Virginia Council on Schoolhouse Construction. Charged with the duty of preparing a set of standards, the Council reached an early decision on these points: (1) The standards should embody school-building practices generally accepted as desirable, adapted where necessary to West Virginia's educational and fiscal organization and to the state's geography and topography. (2) The standards should emphasize educational planning, correlative in importance with structural planning but too often neglected. (3) The standards should present usable material without technical terminology. (4) The standards should offer a maximum of helpful guidance and a minimum of control.

In July, 1944, the Council issued a first, tentative draft of the proposed standards. During revision of the first draft, every opportunity was grasped to receive comments and criticisms from those interested in schoolhouse planning. To the resulting suggestions the Council applied both time and study, welcoming all but accepting only those which in its judgment would enhance the value of the standards in West Virginia. This publication will be found helpful by many others who are planning new school buildings.

Certainly as is indicated in this publication, careful planning on a state basis is essential.

*The State and Sectarian Education.* Washington 6, D.C. National Education Ass'n. 1946. 44 pp. 25c. This bulletin of the Research Division of the NEA summarizes the facts with respect to state assistance to nonpublic education. It reviews the constitutional, statutory, and judicial bases underlying many types of relationship between Church and State with respect to education. It provides the basis for further study and discussion in every state. The bulletin presents facts on the elimination of church control over community schools, the introduction of religious doctrine into the educational program, and the efforts made to obtain aid from public sources for sectarian schools.

STUART, JOHN. *Wings Over America.* New York 20: Public Affairs Committee, Inc. 30 Rockefeller Plaza. 1946. 32 pp. 10c. The author presents stern warning that American air supremacy may be dissipated because of inadequate research and development and lack of planning for civilian flying.

*Suggestions to School Administrators.* Jefferson City: Missouri State Department of Education. 1944. 57 pp. Contains suggestions concerning current problems and information of value to administrators for continued educational progress.

*There's No Place Like Home, If You Can Get One.* New York 17: CIO Political Action Committee, 205 E. 42nd St. 1945. 24 pp. 10c. Deals with the crisis in housing and the urgent need for immediate action on a national housing policy, as provided for in the Wagner Housing Bill.

UREY, H.C. *I'm a Frightened Man.* Washington 6, D.C. Atomic Information, 1621 K Street, N.W. 1946. 8 pp. One copy free, \$2.00 per hundred. Discusses what is known of the tremendous force—for good and evil—which is inherent in the discovery and use of atomic energy.

*War and Peace Aims.* New York: United Nations Information Office, 610 Fifth Ave. 1946. 176 pp. 75c. A comprehensive series of extracts from statements of United Nations leaders. Special supplement No. 7 to the *United Nations Review*.

*We'll Take the High Road.* Denver Colo.: Denver Public Schools. 1945. 53 pp. mimeo. A resource unit for use of teachers in preparing units of instruction on aviation for pupils in the fifth and sixth grades.

WOODWARD, E. L. *Some Political Consequences of the Atomic Bomb.* New York: Oxford Univ. Press. 1946. 30 pp. 25c. Discusses implications of some of the solutions suggested for coping with the atomic bomb.

*Work Camps.* New York 63. Associated Junior Work Camps, 442 W. 23d St. 1946. 36 pp. Facts and ideas helpful to those interested in starting a Work Camp. It relates the organization's eight years of experience in this type of enterprise.

#### RECEIVED TOO LATE FOR CLASSIFICATION

*Annual Report of the U. S. Office of Education.* Washington, D. C.: Supt. of Documents. 1945. 143 pp. 25c. Part I reports of the activities of the U. S. Office of Education during the fiscal year ending June 1944 while Part II presents the Commissioner's recommendations for a plan of organization to improve the service of this government agency.

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BINING, A. C., HOWLAND, A. C., AND SHYROCK, R. C. *This Is Our World*. New York 11: Newson and Company. 1946. 680 pp. \$2.80. The post war teaching of world history calls for a different conception of world relationships, a new approach, a greater emphasis on social values. This new world history book helps the teacher by such methods and emphases as these: it provides motivation by starting with Pearl Harbor, then going back to the earliest known beginning to show how the world came to be as it is today; it gives due recognition to geography as the basis of history; it traces the development of social and economic forces—industry, science, the arts, religions; it fosters an appreciation of democracy by stressing the long struggle between arbitrary and liberal forms of government; and it helps to create an intelligent world citizenship by giving the background and relationship of all peoples: China, India, Africa, Australia, Canada, Latin America, not just Europe, and the United States of America.

The organization of this textbook is chronological by units but topical by the sections or chapters within the units. Previews precede all units and the "Self-checking Tests," "Things to Do," and "Graded Reading Lists" follow each section. The bibliographies have been carefully graded and the questions and suggested activities are closely correlated with the text and present a challenge to pupils of varying abilities.

*The Black Book*. New York 16: Duell, Sloan and Pearce. 1946. 572 pp. \$5.00. The plan to exterminate a whole people numbering millions, to do so not as an act of war, but as part of an effort wholly unconnected with war, to wipe out systematically a group of human beings with whom the murderers had been

living in close association and from whose association they had derived substantial advantages—such a plan was unknown in history up to the attempted extermination of the Jews previous to and during World War II. The documents in this book file proof upon proof that this ruthless extermination was part of a completely thought-out plan which in accordance with the doctrines so unmistakably stated in *Mein Kampf* took an especially attractive form for the Nazi mentality by the very reason of its monstrosity. The entire manuscript of this book was submitted to the juridical authorities of the United Nations War Crimes Commission meeting at Nuremberg, Germany. Here is a documented story of the Nazi crime against the Jewish people.

BLUMENTHAL, J. C. *Common Sense English*. New York: Harcourt, Brace and Co. 1946. 234 pp. 80c. Part one of a series of these workbooks designed to cover all the fundamental problems of usage, and sentence structure in a simplified, nontechnical, and entirely functional manner.

BROUGHTON, P. S. *For a Stronger Congress*. New York 20: Public Affairs Committee. 1946. 32 pp. 10c. Every proposal for the reform of Congress should be tested against the yardstick of Congress' main job, Broughton says. That main job is *to determine policy, to authorize adequate administrative organization, and to review and control the administration of policy*. Every activity of Congress which does not help in accomplishing those objectives should be delegated or ended. The job of policy making for the atomic age is too big to permit Congressional time to be wasted on anything else.

*Catalog of Educational Motion Pictures*. 15th edition. New York: Bell and Howell Co. 1946. 221 pp. 25c. One of the company's four components to their general catalog of extensive film resources both for rent and for sale classified in ten subject areas for the school curriculum.

DESMOND, A.C. *Glamorous Dolly Madison*. New York: Dodd, Mead and Co. 1946. 288 pp. \$2.75. The story of this shy Quaker maid who rose to world fame has come down in American history as one of the most romantic legends. Her life covers most of the great events from the period of the Revolution through the War of 1812. It is a rich and fascinating biography.

COHN, A. E. *Minerva's Progress*. New York: Harcourt, Brace and Co. 1946. 101 pp. \$2.00. In this essay on the tradition and dissent in American culture, the author dissects the "range of conceptions of feeling, and of motives—the exhilarating challenge of our own day." His themes include an analysis of the origins of culture in the United States, their meanings for education, the functions of colleges and universities for the transmission of that culture, provisions for the advancement of learning, and tolerance for parallel understatement and files many a dissent to prevailing doctrines. He emphasizes the urgency of re-examining all of our ideas about education.

DEWEY, JOHN. *Problems of Men*. New York: Philosophical Library. 1946. 424 pp. \$5.00. A collection of essays reprinted from periodicals in which they originally appeared. Part I covers the field of "Democracy and Education"; Part II, "Human Nature and Scholarship"; Part III, "Value and Thought"; and Part IV is devoted to a brief acquaintance with stimulating thinkers; such as, Marsh, James, and Whitehead.

FACULTY OF THE UNIVERSITY SCHOOL. *How Children Develop*. Columbus: Ohio State Univ. 1946. 86 pp. \$1.00. In addition to summarizing research this publication includes the results of significant observations made by teachers in their daily living with boys and girls.

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EMERSON, A. I., and WEED, C. M. *Our Trees, How to Know Them*. Philadelphia: J. B. Lippincott Co. 1938. 300 pp. \$3.00. This book provides an opportunity for a more intimate acquaintance with our American trees. The pictures have been taken direct from nature and have been so arranged that the nonbotanical readers will be able to identify with ease and certainty any unknown tree. Especial attention has been given in the text to the distinguishing characteristics of the various species, as well as to the more interesting phases of the yearly cycle of each and the special values of each for ornamental planting.

FORBES, ESTHER. *Johnny Tremain*. Boston: Houghton, Mifflin Co. 1945. 288 pp. \$1.32. Here is an interesting story of Revolutionary days in and around Boston. In telling the story of Johnny, the author presents not only the story of these 18th Century days but also somewhat of the education, the work and the play, and the thinking characteristic of the people of this time. Here are people, famous and unknown, brought to life by the author. In this book, history is not a dull subject.

FRAZIER, ALEXANDER. *School Libraries Name Their Problems*. Los Angeles: Division of Secondary Education, 808 North Spring St. 1946. 13 pp. mimeo. Contains the results of a questionnaire answered by 226 people concerning problems in this field.

FUTURE TEACHERS OF AMERICA. Washington 6, D.C.: National Education Association. 1946. 196 pp. \$1.00. In addition to the history and program of The Future Teachers of America, this Sixth Yearbook contains chapters on

Horace Mann, the Code of Ethics for the teaching profession, the platform of the NEA, and other articles and data related to teaching. It also contains a list of the FTA chapters and members and officers of each for the school year 1945-1946.

GABRIEL, PUZANT. *Methods of Teaching Consumer Education*. Cincinnati 2: South-Western Publishing Co. 1946. 45 pp. One copy free to any teacher of consumer education or school administrator. A study of the methods of teaching courses in consumer education in the public high schools of 24 states. A summary of a doctoral thesis in the School of Education of New York University.

*Industrial Peace—A Progress Report*. New York 20: The National Association of Manufacturers, 14 West 49th Street. 1946. 104 pp. This subject concerns a fundamental issue, one which must be fully comprehended by all of our people before it can be resolved in the public interest. This report should help educational leaders in developing a proper understanding of the factors involved.

KLING, P. E., and MOFFITT, R. E. *Counseling Techniques in Adult Education*. New York 18: McGraw-Hill Book Co. 1946. 197 pp. \$2.00. A guide and source book for teachers, administrators, and counselors presenting guidance in the field of adult education. While the major emphasis is on the school situation, the practices recommended have proved successful with men and women in all areas of counseling.

KOOS, L.V. *Integrating High School and College*. New York: Harper and Brothers. 1946. 218 pp. \$3.00. This book is the outgrowth of an extensive investigation into the operation of the so-called 6-4-4 plan of school organization over a twenty-year period. It covers in a comprehensive way, embracing scores of local educational systems, the same kind of review and appraisal which the volume *The New American College* covers in respect to Pasadena, California. It compiles the opinions and attitudes of administrators, instructors, and students who have worked under this plan and thus supplies a total evaluation of a movement which gives every promise of receiving wider acceptance in public school systems in the next few years. The statistical findings of this book, supplemented by the detailed description of Pasadena, afford the most complete brief for a change in educational organization and timing which has yet been offered to the American public.

KRUG, EDWARD, and QUILLEN, I. J. *Living in Our Communities*. Chicago: Scott, Foresman and Company. 1946. 612 pages. \$2.64. Here is a timely civics text for the ninth grade. It makes available to teachers the kind of content, organization, and approach that social scientists have been recommending for a long time. And it presents this material in a way that should make civics the vital kind of teaching and learning experience that thoughtful educators and laymen want it to be. It provides a wealth of factual material—straight text, including many “case studies” of specific communities, “quotes,” pictures, hundreds of teaching photographs, pictographs and charts, activity and discussion suggestions, and reading lists. But it constantly leads the student to think for himself, to raise his own problems, to look around him, to generalize from data which he can verify, to stretch his mind.

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*The Labette County Community High School Catalog, 1945-1946.* Altamont, Kansas: Herman F. Harrison, Principal, 1946. 116 pp. The story of this school's comprehensive program of vocational trade, fine arts, and academic departments.

LAWRENCE, ISABELLE. *The Gift of the Golden Cup.* New York: Bobbs-Merrill Co. 1946. 288 pp. \$2.00. This is an enticing story of Rome and pirates two thousand years ago. It is one in which the characters of this period come to

life. The author has skillfully combined the history of the era with the story of pirates in Roman times. She has proved that pirates in those days were just as daring and just as romantic as the buccaneers of the Spanish Main. The book will provide a wealth of background material for students interested in this early Roman history—a story that they will love.

*Maps and How to Understand Them.* New York: Consolidated Vultee Aircraft Corp., Box 157. 1945. 28 pp. Free. Presents an understanding of global geography so important today since "no spot on this once-wide globe is farther than 40 hours' flying time from your local airport."

*Military Government of Germany—Education, Religion, and Public Welfare.* Washington, D. C.: Department of State, Division of Public Liaison. 1946. 28 pp. The monthly report of the Military Governor of Germany, United States zone, February 20, 1946. No. 7.

MULHERN, JAMES. *A History of Education.* New York: Ronald Press Co. 1946. 659 pp. \$4.50. This book, while based largely on the experience of the author as instructor of course in the history of education at the University of Pennsylvania, is the story of education in its relation to evolving society. Throughout, emphasis is placed upon social thought, social institutions, and their evolution, as conditioning educational thought, practice, and change. The book answers the four important questions, where have we come from in education, where are we now, and how did we come to be here as well as what of the future? In this book the author's interpretations and evaluations are presented to students to impress upon them the importance of seeking not only facts but also meanings and values, and to challenge their own thinking rather than to determine it.

NORTON, J.K., and LAWLER, E. S. *Unfinished Business in American Education.* Washington 6, D.C.: American Council on Education. 1946. 68 pp. \$1.00. An inventory of public school expenditures in the United States. Here is ammunition for the fight to wipe out poverty in the tens of thousands of school districts—facts and figures from 115,000 local school systems in the United States. This booklet, profusely illustrated, gives the answer to how we can secure equal educational opportunity to every section of the United States.

O'DONNELL, T. C. *A Garden for You.* New York 3: McBride and Co. 1946. 160 pp. (page size 9x12 in.) \$4.00. This book is designed to present an all-round plan for garden building. A survey of its fifty-two chapters is presented at the beginning thus acquainting the reader with a set of principles to serve as a guide to successful garden planning. The chapters that follow deal with the cultivation of all those flowers and shrubs that produce an attractive home site. The book provides an excellent guide to the selection and placing of shrubs and flowers. Its 400 pictures add much to illustrate and supplement the text.

PAULSON, BLANCHE. *The Pattern of My Tomorrow.* Chicago: Bureau of Child Study, Board of Education. 1946. 61 pp. 25c. One of the booklets in the Chicago school system's *Self-Appraisal and Careers Series* for use in guidance courses offered to high-school pupils in this city.

*Recreation Congress Proceedings.* New York 10: National Recreation Association. 1946. 177 pp. \$1.75. The Proceedings of the 28th National Recreation Congress attended by nearly 1,100 delegates from forty-two states and Canada.

*Salary Scheduling.* Washington 6, D.C. National Education Association. 1946. 24 pp. 15c. Number 8 of the NEA's discussion pamphlet series, including dis-

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*(Authorized Version)*

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